

The Use of Kahoot! in Teaching Grammar: A Case Study of Politeknik Kota Bharu Students

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Abstract

The purpose of this study was to investigate how students felt about using Kahoot! in grammar classrooms. This study used an exploratory qualitative case study approach with written structured interviews and classroom observations as the primary data collection methods. In order to collect the data and accomplish the objectives, class observations were conducted with a class of 24 students. The observation checklist and field notes were used during the class observations to record the findings. Six students then participated in written structured interview sessions. The written structured interview was examined, and field notes were subjected to content analysis. The results show that using Kahoot! in grammar lessons has a beneficial impact on students' interest, motivation, and classroom behavior. The gamification benefits also decreased students' anxiety when learning grammar and enhanced their intrinsic motivation to learn English. According to the findings, this study is important because it will give English lecturers at Politeknik Kota Bharu, prospective lecturers, curriculum designers, and the Higher Ministry of Education a platform to discuss some of the challenges students encounter when learning grammar and to adjust as needed. Also, it will support teachers in developing better teaching methods for students that struggle in the classroom. For the students, this study is anticipated to increase their motivation to learn English, particularly in grammar, which is typically considered dull and tedious. As a result, program planners may benefit from the additional teaching methods it offers.

Keywords: Kahoot! grammar, gamification, case study, motivation

INTRODUCTION

There are several ways to teach English. Some lecturers favour using conventional techniques that emphasise a teacher-cantered approach. And others prefer a student-cantered approach, not to mention those who favour the use of instructional technology in the classroom. Technology in education plays a crucial role in the teaching and learning process as a multimedia tool (Maesaroh, et al., 2020). The use of multimedia in the classroom can be a powerful tool for increasing student engagement in the

learning process. It also has several advantages for both students and teachers. Technology integration into education is mandated under Shift 7 of the Malaysian Education Blueprint 2013–2025. Similar to this, Shift 9 has embraced globalised online learning for higher education. The Malaysian Education Blueprint 2013–2025 requires lecturers to be inventive and creative in their use of technology in the classroom to improve students' learning outcomes (Susilowati, 2017). Instead of being one-dimensional teachers, lecturers today are "educators," "facilitators," "instructors," "coaches," and "e-moderators" (News Straits Times, 2018). This is done in order to meet the demands of the Y and Z generations, who are far more adept at using technologies to enhance teaching and learning. Also, the employment of technology in conjunction with the gamification notion enhances students' social, emotional, motivational, and cognitive development (Muhridza et al., 2018). In addition, teachers can take advantage of the advancement of science and technology to create an attractive and pleasant learning process atmosphere and to improve learning outcomes (Prawira & Mukhaiyar, 2020). Furthermore, using games in the classroom can motivate students to participate and learn actively due to the competitive nature of games. When playing games, they have received training in quick thinking and problem-solving techniques (Licorish et al., 2017). As not all games are focused on dexterity but rather knowledge and information, gamification has long been recognised as a good strategy for getting people interested in learning. Hence, using Kahoot! which is based on the gamification notion, would be appropriate.

PROBLEM STATEMENT

When it comes to learning English, teachers frequently get into circumstances where their students are uninterested and unhappy. The subtleties of the school environment and the repetitive learning methodology are two elements that contribute to children dislike school (Hamdani & Novita, 2021). If this issue is not addressed right once, it could negatively impact students' English performance. Maesaroh et al. (2020) claimed that students believe that grammar is the hardest subject to learn. It is because they are required to understand a variety of tenses and grammar rules in English. Teachers must be able to capture students' interest in grammar. Students must undoubtedly be interested in the lesson to participate in learning and activities effectively. This can be done by using engaging tactics, the newest methodologies, or media that they find appealing. Hence, it is the duty of educators to use other solutions, including technology and educational games like Kahoot! to address this issue. Making the language learning process more effective and meaningful might encourage students to take responsibility for their own education. It is believed that this learning will encourage the student to actively engage in his or her own learning (Kaur & Nadarajan, 2020).

There are various studies that have been carried out based on the use of Kahoot! and interactive games for English as Second Language (ESL) classroom. Study done by Budiati (2017) has focused on the use of Kahoot! for English students' learning booster. The scholar used Kahoot! in teaching simple present tense for 40 nursing students who enrolled in English subject. The data was collected by using questionnaire. The result shown that the students were very interested and enjoyed the class compared

to before. They were eager in coming to class, motivated, and paid more attention while learning. It is shown that the use of Kahoot! in teaching English grammar is very effective to boost the students' learning. Kaur and Nadarajan (2020) claimed that the integration of 'gamification' based software like Kahoot! has influenced and enhanced language learning outcomes and can be used as effective teaching and assessment tools in language classrooms specifically in grammar class. Thus, this study examines the effectiveness of the Kahoot! platform from students' point of views in terms of language learning and how Kahoot! can be used in grammar lessons. There are two main objectives for this study as follows:

1. To investigate the students' perceptions on the use of Kahoot! in learning grammar.
2. To explore the use of Kahoot! in enhancing students' performance in learning grammar.

LITERATURE REVIEW

Kahoot! is a game-based approach that has been introduced in some areas of life especially in education (Susilowati, 2017). Kahoot! is a new instructional game that is used by the educators to enhance students' understanding and at the same time make the learning memorable. Kahoot! is a popular tool that can easily be used to add vitality and students' engagement in teaching and learning (Plump & LaRosa, 2017). According to Prawira and Mukhaiyar (2020), Kahoot! is a student response system that engages students through game-like pre-made or impromptu quizzes, discussions and surveys. Kahoot! offers a free student response platform as an online global educational brand. It can be downloaded freely or to be used online (Hamdani & Novita, 2021). Educators can create their own quiz or test based on their needs and topics. It offers full authority to educators to design their own quiz. They can set time, unlimited players, insert pictures or videos, creating a social, fun and game-like learning environment. Educators can use Kahoot! to create game-based quizzes, discussions and surveys (Basuki & Hidayati, 2019).

More and more individuals these days are acknowledging the value of Kahoot! in both teaching and learning. To aid students in learning more effectively, technology is increasingly being employed in teaching and learning. So, employing Kahoot! in a language-learning class has several advantages. According to Korkealehto and Siklander (2018), the use of Kahoot! encourages spoken and written language proficiency among students while also keeping learning interesting and fun. The use of Kahoot! on the other hand, enhances the quality of student learning in the classroom, engagement, motivation, and better learning experience, according to a study by Chen et al. (2017). Based on this study, it can be said that the use of Kahoot! in language class is believed to increase students' engagement in class, increase motivation, fun and enjoyable lesson, and enhance students' achievement.

Engagement

When someone starts and participates in an activity, such as learning activities in classrooms,

engagement is characterised as a sign of the emotional quality and intensity of the person (Maesaroh et. al, 2020). According to Curto Prieto et al. (2019), students are required to participate in the learning in a dynamic classroom by being active, responsive, collaborative, and focused. Being passive, displaying undesirable emotions, and using superficial cognitive techniques are preferred by distracted students. Students' involvement is typically influenced by a supportive environment for learning that encourages more interaction among the students, promotes the value of learning, and provides the right level of challenge (Baszuk & Heath, 2020). Garza et al. (2023) asserts that using Kahoot! during lectures in the classroom increases students' participation. They become more engaged and actively participate in the classroom. It differs from traditional classrooms where conversations are frequently led by a small number of extraverted pupils. Since all students must actively participate in the game, the usage of Kahoot! promotes greater participation (Adlina et al., 2018). In addition to promoting communication between students and teachers, Kahoot! can also use additional techniques to promote peer and group interaction (Sahin, 2023).

Increase Motivation

Several studies have suggested a connection between motivation and learning. It demonstrates how push factors help students become more motivated to learn. So, it is crucial in this situation to employ innovative teaching techniques to inspire students' motivation (Shakhmalova & Zotova, 2023). So, using Kahoot! appears to be appropriate and suitable for this situation. Students who are motivated will have an enjoyable learning experience since they are passionate about learning the language. Students' good attitudes, success in the learning process, and level of confidence all grow and improve when they are driven to learn (Mustangin, 2019). It contrasts with conventional language instruction, which can be tedious, aggravating, and even boring, and which can cause students to lose interest and drive in their studies (Aidoune, Nordin & Singh, 2022). Low motivation among students may have a detrimental impact on their academic success. On the other hand, a different study showed how the effects of gamification may be a useful and impressive tool that inspires and encourages learning as well as aid in problem-solving in various sectors and group communication. This occurs when learning is enjoyable for the students and the environment is conducive to learning. As one of the major elements affecting the rate and success of second or foreign language learning, the use of Kahoot! may boost students' motivation (Bicen, 2018).

Fun and Enjoyable

Another advantage of using Kahoot! to teach grammar is that it can make learning enjoyable for the students. This supports a study by Chen et al. (2017) that found Kahoot! to be a fun learning tool for students. Students can integrate a variety of abilities, including physical, cognitive, and audio-visual abilities. Also, they choose learning with Kahoot! because of its vibrant and interactive features. Students enjoy Kahoot! because of its gamification components, which set it apart from other methods and introduce concepts like incentives and rating. They are excited to compete against their peers and are motivated to place highly. Furthermore, using appealing music while responding to questions

makes studying enjoyable and interesting. Drilling is less boring and stressful for students than sitting still and studying language. According to Dinda (2023), the integration of technology and pedagogy has a great potential to make teaching and learning experiences for the students rich, memorable, motivating, and pleasurable. Hence, Kahoot! is a fun assessment tool that can assist students with test anxiety, reassure them of their skills, and raise their self-esteem while they are studying grammar (Altawalbeh & Irwanto, 2023).

Enhance Achievement

The last advantage of employing Kahoot! in grammar lessons is that it has been shown to improve students' achievement. According to a research by Prawira and Mukhaiyar (2020), using games to teach students enhanced their knowledge more than using other computer learning methods. This is possible if the students' skills correspond to the game's difficulty level. The learning process is made simpler but still pleasurable when both parties are on the same playing pitch. Additionally, the utilisation of interactive games like Kahoot! motivates students to participate because they are eager to gather information, test their knowledge, get feedback, draw conclusions, and generalise so that their knowledge is applicable to upcoming learning scenarios (Curto Prieto et al., 2019). Students appear to be more engaged in their studies, which benefits their academic performance. Maesaroh et. al (2020) stated that as players are unable to move on to the "next level" without answering questions, multi-sensory games help students develop their problem-solving and critical thinking skills. This is comparable to Kahoot! as students must employ a variety of abilities, including psycho-motor, cognitive, and audio-visual abilities, to complete the exercises.

RESEARCH METHODOLOGY

This study employed an exploratory qualitative case study design which involved classroom observations and written structured interview as the research methods. Meanwhile, three research instruments were involved in this study. To help the researchers during the observation, the instrument namely observation checklist is used during the process. The use of checklist will contribute to the findings as it is used to attain data about student attitudes such as participation and engagement in during the utilisation of Kahoot! Besides, observation checklist is also useful to gain information about students' enthusiasm during the lesson. In addition, field note is used in a continuation of the observation checklist. For this study, the researcher will come out with a descriptive field note about any data that are not covered in the observation checklists. By using this instrument, the researcher will have a clearer data in order to analysis the findings later on. The third instrument is interview protocol. The written structured interview is used because it enables the researcher to gather sufficient data in within the time give. One week will be given to the respondents in order to write their responses. The respondents are free to write the responses anywhere and anytime according to their desire time.

The participants in this study were chosen using a convenience sampling method. Hence, a group of 24 Diploma in Mechanical Engineering students with intermediate English proficiency level, 16 male

and 8 females, from semester 3 are selected for the classroom observation as part of this study. In order for them to become familiar with Kahoot! the game's rules have been taught to them. Six students freely volunteered to participate in the written structured interview. Students must enrol in Communicative English 3 because it is a requirement for the course. About the setting, the observation is carried out in a typical lecture room. Examining the students' attentiveness, participation, interaction, and enthusiasm throughout lectures and Kahoot! is the main goal of the observation. The questions are answered by students using internet-connected mobile devices. With the use of a laptop and a screen, the questions are displayed on the screen. While providing their answers, the students are able to look at the screen or their smartphone. For the written structured interview, students are provided handouts with interview questions. They are given one week to provide written feedback on the paper. The researchers discover some information from the interview about how students assess the usage of Kahoot! in grammar instruction. Furthermore, it demonstrates how using Kahoot! improves students grammatical learning abilities.

The researchers conducted a pilot interview with one male and one female student before the actual interview session. This is done to determine whether the questions should be added, removed, or amended. All of the information acquired from written structured and in-class observations is eventually analysed. This will be further discussed in the data analysis method. As a result, the information received through the checklist and field notes is examined for the observation. Researchers compare students' interaction and engagement, involvement, enthusiasm, motivation, and attitudes by examining how frequently each category occurs. Researchers use their interpretation of this data to identify pertinent themes. The themes are then categorized in order to address the study's research questions and objectives. Students' answers to the interviews are analysed for the third instrument using content analysis as the methodology. Based on the responses given to interview questions, themes are derived. All data are gathered and tallied in the end. The theories that were applied and the studied themes are compared by the researchers.

RESULTS AND FINDINGS

Classroom Observation

The field notes indicated that few themes arose from the classroom observation. Overall, the students gave Kahoot! a positive review for its application in teaching grammar. The study's second research question, "How effective is Kahoot! in learning grammar?" was addressed by the findings in this section. The findings came from a content analysis of the field notes taken during the classroom observation. The following themes are mentioned;

Students' Engagement

The students reportedly had more chances to talk to and interact with their friends. The students fully cooperated and took part in the games, according to the field note. They were completely focused on

providing the answers. When the students communicated with their friends and discussed the solutions, it was evident. It is indicated as follows;

“The students talked to each other. Students were busy discussing with their friends.”

Even the students stood up to see the questions displayed on the screen more clearly. The constant interaction that took place during the games demonstrated the level of involvement the students developed throughout the activity. In contrast, throughout the lecture, the students sat quietly and were less engaged.

“The students sat passively on the chairs.”

Less contact and conversation between the students happened during the lecture process. Rarely did the students speak up when the lecturer asked questions or prompted them. Furthermore, it suggested that using Kahoot! encouraged students to start and participate in conversations with their friends. In addition, it encouraged them to participate in class more widely than in a traditional classroom where good students predominated.

Furthermore, the lecturer noted that the students engaged in the game actively. The students were motivated to compete with one another as a result. Moreover, Kahoot! made learning more engaging and interactive. They developed a competitive spirit and a desire to stand out on the podium among the champions. The usage of a scoreboard that replicated a game gave the students the impression that they were playing a game.

“When they answered incorrectly, all of them laughed to each other.”

“Some of the students distracted their friends by giving incorrect answers.”

“They were excited to answer the questions.”

“There were some of them showed disappointment when they got incorrect answers.”

Fun and Enjoyable

The impacts of Kahoot! have favourable effects on students' attitudes during learning. They appeared to be more engaged and enjoyed the game. The results showed that the students enjoyed themselves while utilising Kahoot! to play games. The following statement, which was taken from the field note, reflects this:

“They cheered when they got correct answers and saw their name as the leader of the board.”

“Two female students gave high five after they got the correct answers.”

Even for a brief period, the students were delighted to be in charge of the game. Their actions of cheering and high fiving served as evidence. This inadvertently increased their level of

competitiveness. Also, they worked harder to consistently provide accurate responses so that their names would be placed on the podium. This unexpectedly increases their drive to perform better and provide more accurate responses.

“They also laughed to themselves and their friends when they got incorrect answers.”

Additionally, their laughter demonstrated that they were not only laughing but also learning. When the learning environment is suitable and the students are not under pressure, this can be accomplished.

Apart from that, the students found it amusing to read the strange names that their classmates had chosen. The students' laughter made the class lively and contrasted with the lecture, where they were all attentive and silent.

Written Structured Interview

Six students were interviewed to get their opinions on how Kahoot! is used to teach grammar. This represented a third of the class's total enrolment, which was 24 students. The findings in this section answered both research questions of this study: *What are students' perceptions on the use of Kahoot! in learning grammar?* and *How effective is Kahoot! in learning grammar?* The written responses from the interview sessions were used to determine the results. Four themes that emerged from the analysis of the interview data will be covered in this section. The respondents were coded numerically and by gender for reference purposes. The male interviewees were coded with the letter 'M1', 'M2', 'M3', whereby the female interviewees were coded with 'F1', 'F2, and 'F3'. These themes were indicated as below;

Students' Engagement

The results showed that using Kahoot! to teach grammar had a considerable impact on students' involvement. The students thought that Kahoot! helped them to be more involved with their friends and the learning process, according to the results of the interview. This was illustrated by the responses as followed;

“... we can discuss each other without confuse...I can enhance my knowledge in grammar when I discuss the answers with my friends...when in group I can interact with my friends and at the same time can enhance my knowledge when I communicate with my friends to solve the questions...” (M1)

“... I can discuss the answers with my friends for the correct answers...” (M2)

“... I can make new friends. I like Kahoot! when I work with my friends as a teamwork to solve the questions to find the answers.” (M3)

“... I like Kahoot! because I can compete with my friends.” (F1)

“...competing with friends motivates me to learn better to get good marks...” (F2)

“... We can learn together by having discussions with friends...it encourages us to be competitive in a

good way in order to win the game...” (F3)

The six interviewees all stated that Kahoot! encouraged them to be more engaged in their interactions and conversation with others around them. It prompted them to engage with their peers rather than remain quiet in order to discover the right solutions.

Increase Students' Motivation

Based on the analysis of the interview, the second major theme was that Kahoot! increased students' motivation to learn. The desire to win the game and lead the leaderboard inspired the students to play well. They were motivated by their own inner drives to engage in other behaviours, like conversations and exchanges with their friends. The activities committed were motivated by the desire to win the games, which also sparked a sense of competitiveness. Students' motivation to love Kahoot! was also affected by its engaging aspects, such as the impact of games and intriguing graphic designs. This can be shown by the interviewees' responses as below;

“...I like Kahoot! very much because it is like online games and I'm not stressed when playing it. So Kahoot! must be used in teaching and learning in future...” (M1)

“...What I like about Kahoot! is, it is the easy way for students to do practices. Besides, by using Kahoot!, it motivates the students to learn more...” (M2)

“...I love playing Kahoot! because it is easy to be used. It makes me more motivated to learn about new topic and encourage healthy competition among the students. Moreover, Kahoot! motivates me to learn grammar as well...Kahoot! application is easy to be used. Besides, it has many interesting elements that attract me to use Kahoot!...” (F1)

“...Based on my opinion, learning grammar using Kahoot! is fun. This is because it helps us to learn English in depth. Moreover, the use of technology in class can avoid boredom. We have to compete with our friends and this motivates us to learn English better in order to get the highest scores...the colourful pictures and graphics in Kahoot! attract and motivate us to keep playing...” (F2)

“...it is fun, has music, beautiful graphics designs, and initiates healthy competition that motivates me to strive harder in order to be the winner of the games...” (F3)

Fun and Enjoyable

All respondents reported that the game was entertaining while also aiding in grammatical instruction. It was distinct from the conventional teaching approach, which used to make the students bored. Moreover, grammar knowledge can be acquired utilising Kahoot! in a less stressful setting. This was tied to the features or traits of Kahoot! itself, which were similar to game-like qualities like colour, attractive music, graphics, videos, winners, and scores. Many of these factors contributed to students' attraction to Kahoot! One of the interviewees mentioned;

“...Yes I like it because it is interesting. Then we can enjoy answer the question with friends...I really love Kahoot! because it is fun to be played online and less stressful... what I like about Kahoot! is because its graphic design...” (M1)

While other respondents commented favourably on the usage of Kahoot! for grammar instruction.

“...I like Kahoot! because it is colourful that can attract my attention...” (M2)

“...I like Kahoot! because it is interesting game and make my brain think even better. I’m so happy to play this game. Kahoot! is very easy to use to create quizzes and surveys. There are lots of interesting questions. It is very good game...” (M3)

“...Kahoot! has attracting music that attract my interest to play this game...I like Kahoot! because it has pictures, simple sentences and easy to understand, colourful, animation, and it has leader board element...” (F1)

“...I think learning grammar using Kahoot! is fun and because it helps us to learn better. It is interesting because it has the element of technology and not boring...it has colourful graphics that attract students...I really like Kahoot! because it uses simple sentences that is easy to be understand...the characteristics that I like about Kahoot! is because it has pictures and it also has music...” (F2)

“I think learning using Kahoot! is interesting because it is up to date where it used technology...the element of music is interesting as well...because it is fun, has music, nice and beautiful graphics and it encourages us to be competitive...the use of multimedia...” (F3)

Students’ Achievement

During the interviews, the interviewees expressed positive opinions about how Kahoot! helped them in learning. In addition to being engaging and fun, using Kahoot! helps students' cognitive abilities. The ability to connect the game-related questions to earlier lectures benefited the students. Students had to recollect previously learned information. Apart from that, the time given to answer each question taught the students how to think quickly. They must think within the time limit that the lecturer had set. Also, the questions ranged in difficulty from easy to difficult, requiring them to use their knowledge of both simple and complicated topics in order to find the answers.

“...At the same time, Kahoot! helps me to learn grammar better...it can develop my grammar knowledge and makes me happy when answering the questions...besides that, it helps me to focus during the activity...” (M1)

“...Kahoot! helps me to think inside out. Kahoot! helps me to learn grammar too. Kahoot! has challenging questions and lot of grammar. Kahoot! makes me and my friends to remember the grammar and remember the vocabulary to understand the questions to find the answers...Kahoot! helps me to think the correct answers and find the correct answers because some questions is hard and some questions is easy. I can learn a lot of things in Kahoot!. Kahoot! is a very challenging because it can make all my friends think more and more to solve the questions to find the answers...I

can improve my English vocabulary more and more...” (M3)

“...it helps me to memorise each vocabulary better...it also helps me to develop my grammar knowledge. At the same time it helps me to communicate in English using the vocabulary that I learnt during the game...it uses simple sentences to be comprehended and it encourages me to be a fast thinker...” (F2)

“...the use of Kahoot! helps me to memorise the grammar learnt better. It is easy to be comprehended. Secondly, it has different level of difficulties which are easy, moderate and advance levels...Besides, it helps me to memorise the information better...” (F3)

Kahoot! was mentioned as a helpful tool for exam preparation by one of the interviewers.

“...besides that, Kahoot! trains me to be a fast thinker but at the same time to get the correct answer. Moreover, it helps me to familiarise myself with the questions in preparing myself for final exam...Kahoot! helps me to improve my grammar knowledge by using different challenging questions. It encourages me to think a lot.” (M2)

DISCUSSION

The findings of this study demonstrate that using technology-based software, particularly Kahoot! when teaching second language grammar, leads in favourable feedback from the students. The students concurred and believed that it benefited them in a variety of ways, including raising their level of participation in class. This is in line with a study by Adlina et al. (2018) that proved Kahoot! has increased classroom engagement by encouraging students to participate more actively. This is supported by Curto Prieto et al. (2019), who claimed that technology use in the classroom increases student engagement, which is beneficial for language classes. As a result, the students' ability to communicate in language is also indirectly improved. By using Kahoot, other linguistic abilities like reading and listening are also developed. The questions that students must read from the screen can help them improve their reading abilities.

Moreover, one of the most important aspects of learning a language is intrinsic motivation. The findings demonstrated that the gamification component encourages students to continue playing the games and work harder to achieve higher scores. The competition among the students increases. This is reported by Bicen and Kocakoyum (2018) in their study that students who scored in the top five on Kahoot! were more motivated than other students. The students get excited to be named the champion since they will receive praises from their friends. Mustangin (2019) asserted that since the game is about winning and losing, students want to succeed. Due to the reward that awaits the students at the end, the game's nature has inspired them to actively participate in it. It might be challenging to maintain students' motivation and enthusiasm in their studies. Thus, Kahoot! can assist in achieving this goal. High-motivation students are more independent in their study. The students' intrinsic motivation is boosted by the challenge, curiosity, control, and fantasy elements that Kahoot! creates.

The setting in which languages are learned is another important finding. When the lecturer used Kahoot! in class, the environment in the room shifted from a traditional classroom lecture to one that was engaging, entertaining, and fun (Kaur & Nadarajan, 2020). According to what was seen in the classroom, the students were completely absorbed in the game. They first showed less interest, but as they began playing the game, they became completely engrossed in it. The classroom can be made entertaining and engaging so that the students are more engaged in the game. This can be seen from their engagement and enthusiasm when answering the questions. Also, using this type of online game fosters a positive atmosphere. Students learn more easily and with less stress when the class is entertaining and fun. Dinda (2023) claimed that Kahoot! made the lesson more enjoyable. It is the opposite of paper-based assignments, where students might check their phones, chat with friends or sleep while doing them. The findings of this study also parallel with the study done by Altawalbeh and Irwanto (2023) whereby students experienced the excitement in learning and enjoyed the lessons learnt when Kahoot! is used in the classroom. In addition, the game's entertainment factor is increased by the usage of mobile phones as a platform for answering the questions. As a result, using a mobile device to play the game makes class more fun and informal. Using a phone in class not only encourages students to learn, but also creates a competitive and enjoyable environment (Wichadee & Pattanapichet, 2018). Even the students did not become the leader of the board, but the satisfaction and fun that they had during the game can be observed using their behaviour such as smiling, high-five, and distracting their friends. Kahoot! is therefore beneficial to be utilised, particularly as a formative assessment for topics that are tedious and challenging to teach, as this tool can enlighten the subject and be used to create a more engaging learning environment.

The results also showed that students believed using Kahoot! to study grammar indirectly enhanced their performance. The findings are in line with the research done by Hashim et al. (2019), which found that Kahoot! has a strong chance of improving students' knowledge since it considers their capacity to connect the questions to prior knowledge they have learned. Students need to reflect on and connect to what they previously learned about the subject. As a result, thinking happens when students can recognise an issue and provide potential answers to the given questions. Students participate in two distinct stages of the decision-making process: individual and group contemplation (Curto Prieto et al., 2019). Students benefit from both individual and group reflections when creating new information. That happens unintentionally. The use of questions with varying degrees of difficulty also tested students' cognitive abilities. They are delighted with the many levels of difficulty provided.

Moreover, the results showed that students acknowledged that Kahoot! improved their ability to memorise grammar rules. The game's questions help them to recall information and make connections to earlier lessons. These types of questions help knowledge stick in the mind for a longer amount of time. These students can better retain the grammatical rules by receiving further clarification from the lecturer in response to each of the questions posed. Bicen (2018) stated that using technological tools with gamification effects aids students in improving their cognitive abilities, particularly thinking and problem-solving. Findings of a study conducted by Medina and Hurtado (2017) proved that gamification is one of the most recent techniques used to improve language abilities. One tool to help

with vocabulary learning is Kahoot! Two of the respondents did mention that Kahoot! helped them brush up on their vocabulary and get ready for the big test. Thus, it is thought that Kahoot! aids students in improving their achievement by helping them memorise grammar rules more effectively, expand their vocabulary knowledge, develop cognitive skills, and solve problems.

CONCLUSION

It has been demonstrated that the use of digital tools in teaching and learning, like Kahoot! is successful in establishing and promoting classroom engagement, increasing students' drive to learn, producing a pleasant and pleasurable classroom atmosphere, and improving language abilities. Because of its simplicity and compatibility, this technological instrument can be employed in the classroom to assist lecturers in accommodating students with varying levels of preferences. With the use of this technology, instructional goals can be met, but the learning process itself is what matters most. Making ensuring the game's structure and learning objectives are in line is crucial for the success of gamification in learning. Yet, this does not imply that lecturers should abandon the traditional approach because Kahoot! is not the only instrument available to enhance language acquisition. Any tool that is overused may become saturated, which will make students bored and lose their interest in utilizing it. These results make it clear that Kahoot! should be used in grammar classes in accordance with the advantages it offers.

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