

EFL STUDENTS' PERCEPTION OF USING KAHOOT APPLICATION IN VOCABULARY LEARNING: THE CASE OF SECONDARY SCHOOL IN INDONESIA

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ABSTRACT

This study aims to perceive EFL students' perception in learning vocabulary through kahoot application. This research focuses on the context of secondary schools in Indonesia. The study employs a qualitative descriptive method as a case study. The researcher chooses case study because a case study is a research to identify an issue or a problem. 14 secondary students in the tenth grade were recruited in the study. The instrument of this research is questionnaire which questions about students' perception in vocabulary learning with Kahoot. Another tool used to collect data in this study is interview. The data gathered from the questionnaire and interview is condensed by summarizing and choosing key topics. Thematic content analysis was used to analyse the interview data. Students' perceptions of Kahoot are very positive because it helps them develop themselves. The result of interview shows that all students indicated that they had a positive perception of Kahoot. All students agree if Kahoot is very useful in learning to know new vocabulary, meaningful interaction, and engagement. This research shows that students' perceptions of Kahoot's application is positive to improve vocabulary learning. The overwhelmingly positive response from students, along with their opinions on Kahoot increased enthusiasm, effective vocabulary acquisition, and a lively classroom atmosphere.

Keywords: Perception, Kahoot Application, Vocabulary

INTRODUCTION

English has become a mandatory subject at the secondary school level in Indonesia, presenting unique challenges in a developing nation where English is considered a foreign language (Zein, et al., 2020). Several factors, as highlighted by Souriyavongsa in 2013, influence English language acquisition, including the use of the first language in teaching and uninspiring learning methods.

In the realm of language learning, vocabulary acquisition plays a pivotal role. Effective techniques for introducing new terms to students are essential to prevent rote memorization and the resulting tension and strain (Zou, Huang, & Xie, 2019). Vocabulary is recognized as a fundamental component of language proficiency (Gorjian, et al., 2011), particularly in second language or foreign language acquisition, where it serves as the bedrock of language development (Ardaseva, Hao, & Wang, 2021). However, the acquisition and expansion of vocabulary can be challenging for some students, often due to factors such as learning impairments, limited exposure to English, lack of self-confidence, and unfamiliarity with effective vocabulary learning strategies (Yunus, et al., 2016).

In today's digital age, teenagers are increasingly drawn to smartphones as their preferred pastime. Technology has also found its place in education, with efforts to enhance

student engagement and motivation through its integration (Kim, et al., 2013). Game-based student response systems have emerged as tools to foster participation and improve students' overall learning experiences (Ebadi, et al., 2021). In this context, vocabulary remains a critical linguistic component, as mere pronunciation and reading skills do not guarantee comprehension of context and meaning (Gorjian, et al., 2011). Teachers are thus encouraged to adopt creative approaches to vocabulary instruction.

Kahoot (<https://kahoot.com>) is a widely used, free online platform categorized as a student response system (Boden & Hart, 2018). It allows learners to respond to multiple-choice questions instantly and receive immediate feedback, making it compatible with smartphones, tablets, and laptop PCs. Medina & Hurtado (2017) have identified Kahoot as a valuable tool for teaching and learning vocabulary in English classes. Their study further confirms that Kahoot usage increases student motivation and vocabulary acquisition. Students' satisfaction with Kahoot is evident, as they find it enjoyable and user-friendly.

Nonetheless, concerns about Kahoot's potential to become monotonous with repeated use have been raised (Wang, 2015). Wang's insights reveal that daily, solitary online game sessions using Kahoot have no adverse impact on classroom dynamics, student engagement, or motivation. Student enthusiasm for Kahoot is maintained as long as it remains a medium for interactive learning, rather than a routine pastime.

Kahoot, created by Johan Brand, Jamie Brooker, and Morten Versvik in collaboration with the Norwegian University of Technology & Science, is a well-known game-based learning platform that has gained popularity due to its user-friendly interface (Wikipedia, 2017). It functions as a student response system, allowing educators to create and administer multiple-choice questions in a debate format, engaging all students in real-time (Bicen, 2018). The platform transforms the classroom into an interactive game show, where students use their smartphones, tablets, or computers to answer questions projected on the screen (Boden & Hart, 2018). Kahoot has emerged as one of the most widely used game-based student response systems in education.

Compared to traditional paper quizzes and simple student response systems (SRS), game-based student response systems (GBSRS) have been shown to significantly enhance student engagement, enjoyment, concentration, and motivation (Wang, Zhu, & Sætre, 2016). Studies, such as the five-year research by Salaz-Morera, Arauzo-Azofra, and Gracia-Hernandez in 2011, confirm the positive impact of interactive quizzes like Kahoot on student learning experiences.

The concept of gamification in education involves applying gaming design elements to non-game contexts, with the aim of making the learning process more appealing to learners (Lin, Ganaphathy, & Kaur, 2018). Gamification includes features such as experience points, progress bars, badges, and achievements, which motivate and engage students by providing meaningful feedback (Endarto, 2018). Well-designed video games are increasingly recognized as effective learning tools (Wang, 2016).

Vocabulary acquisition is crucial for effective communication and comprehension. Students must go beyond mere identification of words and understand their connections to concepts and facts (Lehr, Osborn, & Hiebert, 2004). Vocabulary must be both comprehensible and convey meaning, allowing learners to grasp word forms and meanings (Ardaseva, Hao, & Wang, 2021). Vocabulary encompasses words necessary for speaking and reading, emphasizing the need for conveying meaning through words (Neuman & Dwyer, 2009).

Games are effective strategies for engaging students in vocabulary learning. They offer relaxation, fun, and friendly competition, making it easier for learners to retain words and stay motivated (Huyen & Nga, 2003). Active learning through games contributes to conceptual development and meaningful learning (Drake, 2012). Games provide a break from

traditional vocabulary sessions and make learning enjoyable, fostering both knowledge acquisition and fun (Akdogan, 2017).

Perception in the context of education involves the process of receiving, collecting, and apprehending information from the social environment. It encompasses the experiences of a perceiver, the objects, situations, or relationships being perceived, the contextual setting, and the entire process from sensory input to cognitive interpretation (Lewis, 2001). Individual factors, attention, sense organs, nerves, and the nervous system all influence the perception process (Walgito, 2004).

Drawing from these findings, this study seeks to explore the perceptions of Indonesian secondary school students regarding the use of Kahoot application to enhance their vocabulary learning. The present study raises question how EFL secondary school students perceive Kahoot application in vocabulary learning ?

METHOD

Design

The research method in this research is a qualitative descriptive method as a case study. The researcher chooses case study because a case study is research to identify an issue or a problem. The case study is an exploration of a bounded system or a case (multiple cases) overtime through detailed, in-depth data collection involving multiple sources of information rich in context (Duff, 2008). Yin (2003) stated that a common example of using this design is “a study of school innovation, the use of new curricula, or new educational technology”.

Participants

14 secondary students in the tenth grade were recruited in the study. All the students were given questionnaire and interview regarding their perception of Kahoot!. The researcher decided to include the whole class as the research participant (Trotter, 2012). Another thing that considers is that all of the class students are suitable for this research.

Data Collection Tool

The instrument of this research is questionnaire which questions about students' perception in vocabulary learning with Kahoot. The Questionnaire is a list of question given to others which aims to get their responses. Questionnaire are efficient to be measured and know what can be expected from the respondents. The questionnaire adapted from (Bicen, 2018) is created in online form using Google Form and will be distributed to the participants through WhatsApp group. Another tool used to collect data in this study is interview. Collecting data through an interview is commonly used for qualitative research. The one-on-one interview was applied as a type of interview, which according to (Creswell, 2012), an ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably.

Data Analysis

The data gathered from the questionnaire and interview is condensed by summarizing and choosing key topics. Thematic content analysis was used to analyse the interview data. Thematic analysis is a way to analyse data with the aim of identifying patterns or finding themes through the data that has been collected by researchers (Braun & Clarke, 2006). This method is a very effective method when a researcher intends to examine in detail the qualitative data, they have in order to find related patterns in a phenomenon and explain the extent to which a phenomenon occurs through the eyes of the researcher (Fereday & Muir-Cochrance, 2006).

FINDINGS AND DISCUSSION

Findings

The data collected from questionnaire was classified into a table that shows the students perception using Kahoot application in vocabulary learning as can be seen in the following table.

Table 1. Results of Questionnaire Analysis

No	Statements	Scale				
		SA	A	UD	D	SD
1	Vocabulary learning performed with Kahoot enable permanent learning compared to learning memory in traditional classroom environments.	21.4%	64.3%	14.3%	0%	0%
2	Kahoot increases interest in the vocabulary learning.	78.6%	21.4%	0%	0%	0%
3	Kahoot enhance learning.	71.4%	28.6%	0%	0%	0%
4	Activities created using Kahoot are more interesting.	71.4%	28.6%	0%	0%	0%
5	Using Kahoot makes for more effective vocabulary learning.	57.1%	35.7%	7.1%	0%	0%
6	Kahoot increase the effectiveness of the vocabulary learning.	50%	42.9%	7.1%	0%	0%
7	Kahoot allows for comfortable self-expression.	42.9%	42.9%	7.1%	0%	0%
8	Using Kahoot in education increase student motivation.	57.1%	42.9%	0%	0%	0%
9	Kahoot enable active learning.	50%	50%	0%	0%	0%
10	Quizz techniques in the activities performed by Kahoot provided the students with different perspectives.	50%	50%	0%	0%	0%
11	Kahoot improves the rapid – thinking abilities of students.	50%	50%	0%	0%	0%
12	Kahoot provides permanent learning in classroom activities.	21.4%	64.3%	7.1%	7.1%	0%
13	Timely question in Kahoot activities increase student excitement.	42,9%	50%	7.1%	0%	0%
14	Kahoot gives students the opportunity to deliver richer content.	50%	14.3%	35.7%	0%	0%
15	Sharing activities via game increase motivation.	71.4%	28.6%	0%	0%	0%
16	The scoring system of kahoot increase the ambition of students	28.6%	71.4%	0%	0%	0%
17	The use of Kahoot in the classroom encourage learners.	50%	50%	0%	0%	0%
18	The active use of Kahoot builds student courage to participate in activities.	50%	35.7%	7.1%	7.1%	0%
19	Activities performed using he Kahoot application allow for easy learning of the topic.	42.9%	42.9%	14.3%	0%	0%
20	The color harmony of the buttons in the application is remarkable.	57.1%	42.9%	0%	0%	0%

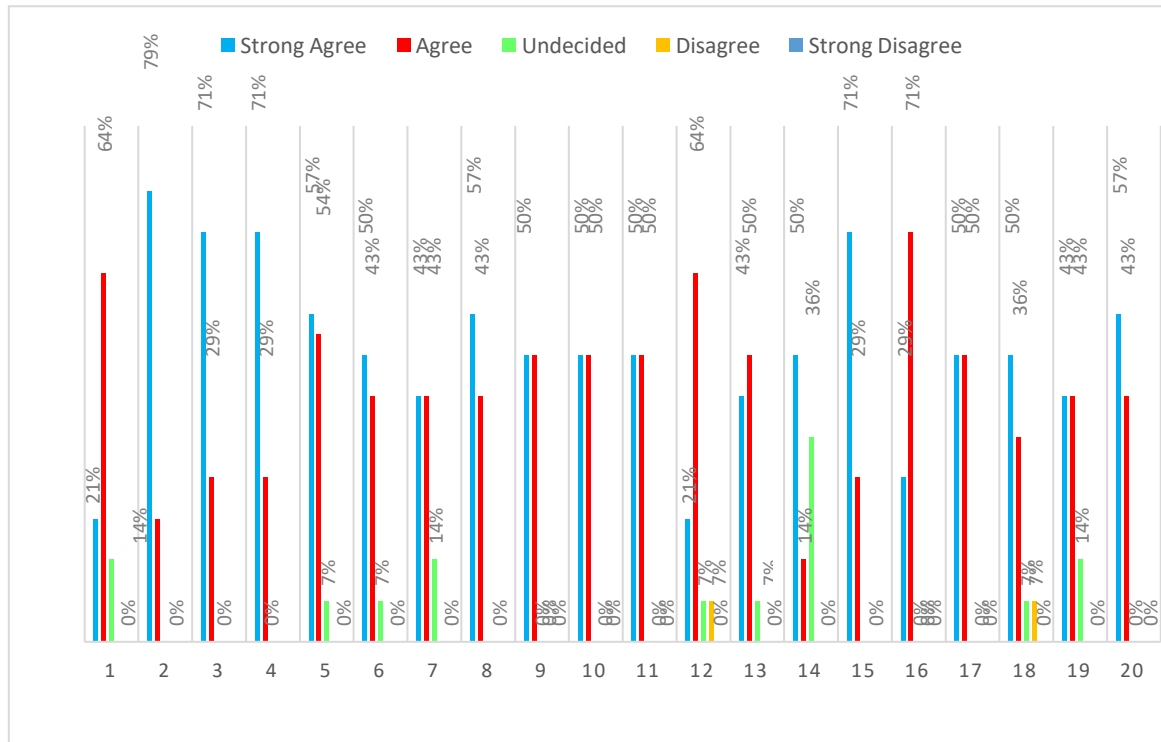


Figure 1. The percentage questionnaire

Based on the data collected above, it is evident that most students tend to use Kahoot positively in learning vocabulary. Statement 2 became the highest statement among other statements, namely 78.6% (11 students) strong agreed while with the statement 21.4% (3 students) agreed. It shows that most students strongly agree that Kahoot increases interest in learning vocabulary. In addition, most students showed agreement across multiple statements, further cementing Kahoot's appeal.

Table 2. Statement Frequency

No	Name	Frequency				
		Strong Agree	Agree	Undecided	Disagree	Strong Disagree
1	ADR	13	7	-	-	-
2	AZS	6	13	1	-	-
3	DA	7	12	1	-	-
4	INP	1	19	-	-	-
5	LK	20	-	-	-	-
6	MNA	9	7	4	-	-
7	MAD	11	7	2	-	-
8	NA	12	8	-	-	-
9	NZF	9	10	1	-	-
10	REP	20	-	-	-	-
11	RZI	5	10	4	1	-
12	UIF	8	11	1	-	-
13	DE	12	8	-	-	-
14	VDS	4	13	2	1	-

Total Score	137	125	16	2	0
	48.9%	44.6%	5.7%	0.8%	0%
Total Statement			20		

Overall, this shows that from statements number 1 to 20, students gave positive statements about Kahoot's perceptions in vocabulary because many students chose to strongly agree and agree and no one chose to strongly disagree from that statement. It is proven that Kahoot increases interaction, prevents boredom, and contributes to a fun classroom atmosphere, ultimately enriching the overall educational experience for students.

In the world of modern education, technological innovation has ushered in a new era of interactive and engaging learning experiences. One such innovation is Kahoot, a popular online platform that combines fun and effective learning methods. This article explores the findings of interviews with students who have experienced Kahoot in the classroom and describes its impact on language learning.

From the result of interview data, there are eight themes were found: Fun and Useful Kahoot App; Understand Vocabulary Quickly and Easily; Kahoot Boosts Student Enthusiasm; Kahoot Increases Student Motivation in Vocabulary Learning; Kahoot is Very Simple and Easy to Use; Challenges: Poor Network Connection and Anxiety Due to Time Limitations; Kahoot Establishes a Positive Atmosphere; Interactive and Enjoyable Classroom Learning Through Kahoot.

Fun and Useful Kahoot App

The first impression of Kahoot on students was very positive. They agreed that Kahoot was not only fun but also very helpful in their educational journey. When asked what they thought of Kahoot in class, students gave enthusiastic responses.

S6 stated, *“The Kahoot app is fun and helps learn English. Um... because the visuals are interesting, there are times when every question makes us have to think quickly and precisely.”* In line with S12, *“It's really fun sis, because Kahoot's visuals are very attractive and colorful. And Kahoot helps learning English because there is time for each question, so you have to think fast, and each question has a picture, so it's easier to answer.”*

From these responses, it can be seen that Kahoot made a great impression on the students. Its unique qualities hold students' interest, making it a desirable tool in their learning arsenal. All of the students interviewed rated Kahoot as the most fun and engaging learning tool they had ever used.

Understand Vocabulary Quickly and Easily

Kahoot can prove to be a valuable aid in vocabulary acquisition. Students emphasized that this not only simplified the comprehension process but also greatly aided in memorizing new words.

S6 explained, *“I quickly understood the meaning of each vocabulary word and memorized it easily. Because usually miss, when I come home from school I forget the lesson. It's okay when you go home, but if you change lessons, you forget. But when we were playing Kahoot, I caught on quickly.”* S14 concurred, stating, *“Yes miss, I can easily understand vocabulary such as verbs, adjectives, nouns. And quickly memorized the meaning of all the vocabulary.”*

Kahoot's ability to make vocabulary learning fun while ensuring rapid comprehension is evident from this student's experience.

Kahoot Boosts Student Enthusiasm

Using Kahoot has been proven to increase students' enthusiasm for learning. Students engage in healthy competition, boosting their motivation to achieve.

S2 said, *"I am more enthusiastic, sis, if I learn English. It feels very satisfying if you are in the top 3 and answered correctly. And I'm more competitive trying to beat my friends."* S6 added, *"I am very enthusiastic about learning English. At first, miss, I thought there was no learning while playing because at school I could only do questions and listen to what the teacher explained."*

From these testimonials, it is clear that Kahoot ignites students' enthusiasm and sense of competitiveness, thereby fostering a positive learning environment.

Kahoot Increases Student Motivation in Vocabulary Learning

Students highlighted the role of Kahoot in increasing their motivation to learn English. The engagement provided is seen as an important asset in their language learning journey.

S6 commented, *"Yes, ma'am. Em... It's more motivating to learn English. Especially when Miss has told us to open the Kahoot application, we are all excited to play it, and we are also even more motivated because Miss also gives gifts at the end of the game."* S14 echoed this sentiment, saying, *"Yes Miss, I know some new vocabulary. And because I use the internet, I have more control over the internet. Moreover, this is very useful in this era."*

These responses confirm that Kahoot's motivational impact extends beyond the classroom, making learning English an interesting endeavor.

Kahoot is Very Simple and Easy to Use

One of Kahoot's standout features is its accessibility. Both students and teachers find it very easy to access and use, either via a web link or by downloading the app.

S2 appreciated the ease of access by stating, *"What I like the most is the easy access, just enter via the link without having to download it on your cellphone. Moreover, my smartphone is often full of memory. Kahoot is also online, so you don't need paper, and there's no need to spend money and waste paper."* S14 added, *"What I like about Kahoot is its easy access and simple gameplay. I feel like learning while playing. So, I feel comfortable while studying."*

This experience underscores that Kahoot's user-friendly interface contributes to a comfortable and enjoyable learning environment.

Challenges: Poor Network Connection and Anxiety Due to Time Limitations

Regardless of timed questions, while creating a competitive atmosphere, can induce anxiety in some students.

S2 voices concerns about internet connection issues, stating, *"What I do not like about Kahoot is using an internet connection. That sometimes makes the application slow. For example, the new image appears at the last second."* S6 adds, *"What I do not like about Kahoot is the time in the question; it is too fast, it is only given 20 seconds. So, we try to think quickly. Apart from that, the podium image is not shown on our cellphones. We can only see the podium on the LCD or your laptop, miss."*

These criticisms suggest that addressing internet-related issues and the fast-paced time limit could enhance Kahoot's overall effectiveness.

Kahoot Establishes a Positive Atmosphere

All students unanimously agree that Kahoot creates a positive classroom atmosphere characterized by cheerfulness, excitement, enthusiasm, and active participation.

S2 candidly remarks, *“To be honest, miss, before Kahoot was introduced, the class atmosphere seemed quiet and lifeless. But when Kahoot is there, the class atmosphere looks lively, and friends look excited while playing Kahoot. So, the classroom environment looks positive.”* S14 concurs, saying, *“The class atmosphere is lively. When playing Kahoot, friends look cheerful, enthusiastic, and interact with each other because they do not accept each other if the answer is wrong.”*

Kahoot's ability to transform the classroom atmosphere is evident from these student testimonies.

Interactive and Enjoyable Classroom Learning Through Kahoot

Throughout the interviews, students express their unanimous support for integrating Kahoot into the classroom setting. They cite a range of compelling reasons, emphasizing the interaction it fosters between students and teachers.

S2 highly recommends Kahoot, stating, *“Highly recommend, miss, because from Kahoot there is interaction between students and teachers. In addition, the application is also easy to use.”* S6 concurs, saying, *“Yes, highly recommend. Because it makes learning easier and more fun, especially when learning vocabulary. And Kahoot makes learning English not boring.”*

In conclusion, students overwhelmingly recommend Kahoot for classroom use. It enhances interaction, fosters enjoyment in learning, and breathes life into the classroom environment, making the process of learning English far from mundane. As educational technology continues to evolve, Kahoot stands as a shining example of how innovation can enhance the language-learning journey for students.

Discussion

The discussion of the collected data reveals insightful perspectives using Kahoot in the classroom, underscoring its positive impact on the vocabulary learning experience. Based on the results of the questionnaire analysis, it can be concluded that most students showed positive statements toward Kahoot in vocabulary learning. This conclusion was drawn based on the analysis of the frequency of their responses to each category of statements contained in the questionnaire given. This conclusion is supported by Table 4.2 Table of Frequency in the previous discussion.

Based on previous research, it is stated that using Kahoot is one of its biggest advantages. Students state that gamification can be easily used in all fields and they report that this method improves student learning before coming to class (Ebadi, 2021). Games like Kahoot! is an excellent choice for teaching students, in any subject and especially when teaching and practicing vocabulary in language classes. Students are eager to get on their phones or tablets and apply technology to the classroom (Medina & Hurtado, 2017).

The conclusion of this study is that students' perceptions of Kahoot are very positive because it helps them develop themselves according to previous research. Based on interview result, all students indicated that they had a positive perception of Kahoot. All students stated that Kahoot was very useful in learning to know new vocabulary. Students stated that the Kahoot application made the class atmosphere even more active and could increase students' motivation in learning English. Students also say that using Kahoot is like learning while playing so it feels more comfortable while learning. Previous research from (Laremenko, 2017) also implies that gamified learning abilities promote language learning and influence student actions through increased motivation. Gamification (as demonstrated by Kahoot!) can provide students with meaningful interactions. Incentives to win or get prizes increase intrinsic motivation. This is also supported by research from (Wang, Zhu, & Sætre, The Effect of Digitizing and Gamifying Quizzing in Classrooms, 2016) gamified formative

assessment can improve students' engagement, motivation, enjoyment, concentration, and learning.

The combined analysis of questionnaire responses and interview insights underscores the efficacy of Kahoot as an interactive and fun learning tool. This can be clarified by statement 2 from the results of the questionnaire explaining that students agree that Kahoot increases interest in learning vocabulary and further clarifies from the results of interviews that students agree that Kahoot increases students' motivation to learn vocabulary. One student said "...Yes miss. Em... It is more motivating when learning English. Especially if Miss has told us to open the

CONCLUSION

This research shows that students' perceptions of Kahoot's application is positive to improve vocabulary learning. The overwhelmingly positive response from students, along with their opinions on Kahoot increased enthusiasm, effective vocabulary acquisition, and a lively classroom atmosphere. This can highlight the important role that Kahoot plays in modern education. At a time when students are required to go digital, innovative tools like Kahoot stand as a beacon for interactive and fun learning experiences, turning education into a dynamic journey of exploration and growth.

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