

## THE EFFECT OF USING KAHOOT! APPLICATION ON STUDENTS' VOCABULARY

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**Abstract:** The aim of this study was to determine the effect of using Kahoot! application on students' vocabulary at seventh grade of SMPN 6 Bekasi. This research was conducted in the academic year 2021/2022. This research method uses an experimental design. The sample of this study consisted of 40 students at the seventh grade and divided the students into 2 classes, namely the experimental class and the control class. This data was obtained by conducting a post test on the students. The post test for the experimental class is given through the Kahoot! application while the control class is given via Google Form. The reliability test analysis was carried out in this study using the SPSS program, with a value of 0.609 it can be said that the test is valid. The results of the post-test from both classes showed that the score of the experimental class was 1900 and the control class was 1470 which means there is a difference between the results of the post-test control class and the experimental class. This shows that the t test value has a significance level.

**Keywords:** *Kahoot! application; students vocabulary; experimental design;*

### INTRODUCTION

The use of vocabulary in every language is certainly very important, especially in English. When learning English, students will be introduced to and learn vocabulary first so that they know the meaning of the word and when they have mastered it, after that they can take English to the next stage. According to Richards and Renadya (2002) vocabulary is the first important step in learning a language. Richard also argues that vocabulary can affect mastery in one language, because vocabulary is a fundamental core component of how well a person speaks, listens, reads and writing and cannot be separated from the four skills. So, learning vocabulary is an important basic thing for students to master their language skills.

Studying English with different goals is done in different ways because it will affect what is needed to achieve that goal. Thornbury (2002) said that a native speaker

has approximately 20,000 vocabulary words which are increased by a thousand words every year since childhood. For a student studying English as a foreign language, need at least 800-1000 vocabulary that must be mastered to understand the language. Meanwhile, a tourist who will visit an English-speaking country requires 2000 words for passive knowledge which is most often used in English and most of it is in written text. Therefore, different learning objectives will have different needs.

Vocabulary knowledge is not an all-or-nothing situation where students know or don't know anything. In addition, there are spelling and pronunciation as well as various derivative forms and nuances of meaning to be learned in the vocabulary (Thornbury 2002). When a teacher introduces new vocabulary, there will always be the possibility that students will not understand it because it is not new to them. According to Harmer (2007) one suitable way to teach

a vocabulary is a vocabulary game. One of them uses Pictionary, students can draw a word, then other students can guess the word. Or with Charades, students must act out a title from a book or film. In language, what helps the speaker communicate is vocabulary. Therefore, it is important to learn vocabulary in English when developing language skills, especially for those who make English a foreign language. The discussion about the importance of vocabulary, according to Salawazo et al. (2020), is related. We must master vocabulary in order to communicate with others in a language. Without a large vocabulary, students cannot understand others or express their ideas.

According to the theories above, 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 directly how to use the vocabulary so that it can be used in daily conversation. In addition, students can also learn it through novels, comics, films and songs in English. And with technological advances, there are now quite a number of platforms that teachers can use to become more innovative learning media.

Many studies in the field of education have proven that game-based learning is one of the effective media in the teaching and learning process, with creativity and diversity, lessons are easier to understand. Because basically English is very important to learn, mastering basic skills in English such as listening, reading, writing and speaking will make it easier for students to continue their studies to a higher level and other needs in the future.

Along with technological developments as well as current needs, the existence of applications that are distance

learning media is now starting to vary to fulfill students' learning rights and make the learning process more interesting and less boring. Game-based learning has continuously been curiously and fun for dialect instructing and learning. Instructive innovation, gamification is an development to engage students withing the learning prepare (Oktaria, Rohmayadevi, & Murwantono, 2021).

There are many variations of games according to Hadfield (1999) such as Sorting, Ordering or Arranging games, Information Gap, Guessing games, Search games, Exchanging games. With so many variants of the game, teachers can apply it through online applications that meet criteria such as Quizizz, Quizlet, Kahoot!, Word wall, Edu candy, so that learning English can be more interesting and can improve understanding of new vocabulary.

Students are required to master word by word so that students can improve their vocabulary mastery. Intensive mastery of students' vocabulary by training and practicing the use of these vocabulary in daily activities will certainly make it easier for students to be fluent in language, especially English. Therefore, it is highly recommended for students to practice it again in the vocabulary they have learned in class. According to Dwi Nugroho (2015) student's ability to perform language skills is mostly determined by their vocabulary, which is the foundation of all skills. Students must then be able to deduce the meaning of words from their context or make educated guesses about those meanings.

Based on the experience of teaching at SMPN 6 Bekasi, there are still quite a lot of students in grade 7 who are not familiar with English vocabulary. They are less interested in learning a new vocabulary, which will be an obstacle for them in mastering a language. Teaching using

methods commonly used by other teachers in providing material does not make students enthusiastic about learning vocabulary, in fact students will remember a new vocabulary only during the lesson and forget it in the next lesson. This is one of the challenges for students, how to learn a new material from being easily forgotten to unforgettable.

The use of book dictionaries is quite rarely used in the class, they usually use electronic dictionaries. But using the electronic dictionary on their gadgets is also not quite helpful. Most students just look for the meaning of the word and then forget it, not a few of them are distracted to open other applications. As a teacher who plays a role in educating and motivating students to learn, they must also innovate to use other methods that can help students as well as possible in increasing understanding of the newly learned vocabulary. That way researchers are interested in conducting a study by conducting experiments, whether by using a Kahoot! This game-based application can increase students' vocabulary and also their learning motivation.

Kahoot! including a game-based learning platform. All students are connected using a game pin and use the web or device to answer questions that have been created by the teacher. The use of Kahoot! in teaching and learning can be used in the initial test (pre-test), the final test (post-test), practice questions and can also be used to make quizzes. Through this online learning application, it can also help the teaching and learning process become more diverse and more interesting. Students can study and work on questions or quizzes anywhere and anytime. Kahoot! is a free student response platform provided by an online global educational brand. Kahoot! is an advancement of previous clicker technology in that it is free and simple to learn and use. Kahoot! is a tool used by educators to create

game-based quizzes, discussions, and surveys (Plump, Carolyn M & LaRosa, 2017).

According to a survey 74% of students agree that using the Kahoot! can help them in preparing for the exam (Llerena Medina & Hurtado, 2017). This proves that the use of the Kahoot! become an interactive learning method with a variety of games in it. Learning that is not monotonous will certainly raise students' motivation to learn and be more enthusiastic about learning other materials.

Kahoot! makes it easier for teachers to give assignments to students. Students can do their assignments anytime and anywhere according to the deadline given through their gadgets. Students can study and take other quizzes according to the selected category through Kahoot!. According to Hadijah, Pratolo, and Rondiyah (2020), the Kahoot! makes students more interested in the vocabulary test. When doing the test, there are various kinds of pictures and videos and innovative forms of questions that give students a new impression. They enjoy doing the test. Almanar (2019) stated that Kahoot! makes a difference for students to remember the vocabulary that has been taught in the previous assembly. Therefore, students are dynamic and are included in the vocabulary survey sessions conducted by the teacher via Kahoot!. In addition to motivating students and engagement through gamification, teachers can give students immediate feedback and to a certain extent, modify their lesson plans in reaction to the results of quizzes (Licorish, Owen, Daniel, & George, 2018).

Based on previous research, from the case study: the digital game Kahoot in teaching English received a positive response from students. The results obtained from these interviews, students enjoy learning to use the Kahoot! and also make it

easier for them to memorize vocabulary. Yuniarti and Rakhmawati (2021) conclude It can be concluded that students have a strong interest, it can be seen from their enthusiasm to learn English, especially vocabulary that uses Kahoot!.

According to the research results of Tóth, Lógó, and Lógó (2019) The Effect of the Kahoot Quiz on Exam Results These students get good overall results. The use of Kahoot! quizzes conducted every week tends to help students achieve good test results and can improve student learning processes.

The positive impact of previous research states that the Kahoot! can improve students' vocabulary and understanding in learning English (Flores Quiroz, Gutiérrez, Rocha, Valenzuela, & Vilches, 2021). These findings, particularly with respect to learning English as a foreign language, Cárdenas-Moncada, Véliz-Campos, and Véliz (2020) add to the growing data set that the Kahoot! can be used to increase English vocabulary in groups of people other than adults.

Ayumi and Chan (2021) stated that students' performance when identifying meaning from context improved when Kahoot! used in class vocabulary activities. The value of the student's vocabulary section at the end of the semester increased by 18% from the middle of the semester. This proves learning with Kahoot! positive impact on student activity in the classroom. They play an active role in answering questions. Learning how to use the application makes the teaching and learning process more interactive.

The problem that will be revealed in this study is whether using this game-based application can help students learn and improve vocabulary in English faster and also more interestingly. Simultaneously, playing vocabulary games will improve students' English speaking skills and

increase their enthusiasm for learning.

Thus, this study aims to determine whether Kahoot! can help students learn and improve their understanding of vocabulary. Because the understanding of vocabulary in grade 7 students at SMPN 6 Bekasi is still a little lacking, especially when learning new vocabulary, they have difficulty remembering and knowing the meaning of the newly learned vocabulary. Therefore, this research was conducted experimentally using Kahoot! as an online learning media.

## **METHOD**

This study was designed using an experimental method where a quantitative approach was used to determine the cause and effect between the independent variable and the dependent variable. Establishing correlations between certain variables and results can be aided by quantitative data (Choy, 2014).

In order for the conditions to be controlled, the researchers divided the sample into two classes, namely the experimental class using the Kahoot! application and the control class not using the Kahoot! application.

## **Research Purposes**

The purpose of this study was to determine the effect of using the Kahoot! application on vocabulary understanding in grade 7 students at SMPN 6 Bekasi.

## **Population and Sample**

Population in this study were all the students of 7<sup>th</sup> grade in SMPN 6 Bekasi and the sample is 40 students from SMPN 6 Bekasi, which consisted of 20 students from class 7E and 20 students from class 7F.

## **Treatment Design**

The treatment design carried out in this study used two media to test the questions in order to get maximum results. The

researchers gave this treatment by deciding to conduct research for one month, for 4 meetings by dividing population into two classes, the experimental class and the control class. In the experimental class using the Kahoot! application and control classes without using the Kahoot! application, the researchers gave the material by presentation in the class. The next steps taken in this treatment design is to do a post test. The post test was given online. The experimental class used the Kahoot! application, while the control class used Google Form.

### Procedures for Collecting Data

Data collection is done by giving 20 multiple choice questions. The question has four choices, such as a, b, c, or d which are given to the experimental class and the control class online.

### Grid Instrument

The post-test given is in the form of 20 multiple choice questions. There are several indicators according to the lesson plan at the school.

Table 1. *Grid of Post Test*

| Indicator             | Items       |
|-----------------------|-------------|
| 1. define adjective   | 1,2,3,12,13 |
| 2. determine noun     | 4,14,15,17  |
| 3. describe animals   | 5,6,10      |
| 4. describe someone   | 7,8,9       |
| 5. determine the verb | 16,19,20    |
| 6. describe the place | 11          |
| 7. define object      | 18          |

### Hypothesis Statistic

A provisional assumption in this study is the influence of the Kahoot! application on students' vocabulary, namely:

H<sub>0</sub>: there is no influence between the Kahoot! application on students' vocabulary.

H<sub>a</sub>: There is an effect between the Kahoot! application on students' vocabulary.

### Data Analysis

The data analysis technique in this study was taken based on the post-test results of students from two different classes. The data obtained were then analyzed using the SPSS program.

### Validity Test

The basis for taking Pearson's validity test:

- If  $r$  count  $>$   $r$  table, it means that the item test is valid.

- If  $r$  count  $<$   $r$  table, it means that the item test is invalid.

Table 2. *Validity of the test*

| No  | R Count | R Table | Category |
|-----|---------|---------|----------|
| 1.  | 0.533   | 0.444   | Valid    |
| 2.  | 0.533   | 0.444   | Valid    |
| 3.  | 0.533   | 0.444   | Valid    |
| 4.  | 0.492   | 0.444   | Valid    |
| 5.  | 0.533   | 0.444   | Valid    |
| 6.  | 0.510   | 0.444   | Valid    |
| 7.  | 0.510   | 0.444   | Valid    |
| 8.  | 0.492   | 0.444   | Valid    |
| 9.  | 0.510   | 0.444   | Valid    |
| 10. | 0.552   | 0.444   | Valid    |
| 11. | -0.429  | 0.444   | Invalid  |
| 12. | 0.510   | 0.444   | Valid    |
| 13. | 0.327   | 0.444   | Invalid  |
| 14. | -0.123  | 0.444   | Invalid  |
| 15. | -0.075  | 0.444   | Invalid  |
| 16. | -0.082  | 0.444   | Invalid  |
| 17. | -0.339  | 0.444   | Invalid  |
| 18. | -0.027  | 0.444   | Invalid  |
| 19. | -0.246  | 0.444   | Invalid  |
| 20. | -0.123  | 0.444   | Invalid  |
| 21. | -0.201  | 0.444   | Invalid  |
| 22. | -0.082  | 0.444   | Invalid  |
| 23. | -0.287  | 0.444   | Invalid  |
| 24. | -0.277  | 0.444   | Invalid  |
| 25. | 0.492   | 0.444   | Valid    |
| 26. | 0.492   | 0.444   | Valid    |
| 27. | 0.031   | 0.444   | Invalid  |
| 28. | 0.553   | 0.444   | Valid    |
| 29. | 0.533   | 0.444   | Valid    |
| 30. | -0.287  | 0.444   | Invalid  |

|     |        |       |         |
|-----|--------|-------|---------|
| 31. | -0.287 | 0.444 | Invalid |
| 32. | -0.107 | 0.444 | Invalid |
| 33. | 0.533  | 0.444 | Valid   |
| 34. | 0.553  | 0.444 | Valid   |
| 35. | -0.287 | 0.444 | Invalid |
| 36. | -0.287 | 0.444 | Invalid |
| 37. | 0.492  | 0.444 | Valid   |
| 38. | -0.026 | 0.444 | Invalid |
| 39. | 0.533  | 0.444 | Valid   |
| 40. | 0.492  | 0.444 | Valid   |

The table above is the result of the test of the validity of the item test before the post test. A total of 40 item test were tested on 20 students from different schools. Based on the distribution of r table values with N = 20 and a significant level of 5%, the value is 0.444. In this way, the r count is obtained based on the test results of 40 questions which are then compared with the r table. If r count is greater than r table, then the item test is declared valid. And the results from the table above stated that as many as 20 valid item test and 20 invalid item tests.

### Reliability Test

Basis for making reliability test decisions:

- If the value of Cronbach's Alpha > 0.60 then the item is declared reliable.
- If the value of Cronbach's Alpha < 0.60 then the item is declared unreliable.

Table 3. Reliability of the test

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| 0,700                  | 40         |

After testing the validity of the item test, then doing a reliability test. The reliability test analysis was carried out using the SPSS program which resulted in Cronbach's Alpha value of 0.700 with N of items 40. It can be concluded with

Cronbach's Alpha value of 0.700 > 0.60, that the item test is reliable.

## RESULTS AND DISCUSSION

The sample selected were 20 students from class 7E as the control class and 20 students from class 7F as the experimental class. Both classes took the post-test online through the Kahoot! application and Google Form.

### 1. Experimental Class

Table 4. The Result of Post Test of Experimental Class

| Students     | Scores      |
|--------------|-------------|
| 1            | 90          |
| 2            | 95          |
| 3            | 100         |
| 4            | 95          |
| 5            | 90          |
| 6            | 100         |
| 7            | 95          |
| 8            | 100         |
| 9            | 95          |
| 10           | 100         |
| 11           | 100         |
| 12           | 90          |
| 13           | 100         |
| 14           | 90          |
| 15           | 90          |
| 16           | 100         |
| 17           | 95          |
| 18           | 95          |
| 19           | 90          |
| 20           | 90          |
| <b>Total</b> | <b>1900</b> |

The table above is the result of the post-test given to the experimental class using the Kahoot! application. Based on a sample of 20 students and 20 post-tests, a total score of 1900 was obtained.

## 2. Control Class

Table 5. *The Result of Post Test of Control Class*

| Students     | Scores      |
|--------------|-------------|
| 1            | 55          |
| 2            | 70          |
| 3            | 95          |
| 4            | 90          |
| 5            | 75          |
| 6            | 70          |
| 7            | 85          |
| 8            | 80          |
| 9            | 65          |
| 10           | 65          |
| 11           | 70          |
| 12           | 85          |
| 13           | 80          |
| 14           | 40          |
| 15           | 90          |
| 16           | 40          |
| 17           | 55          |
| 18           | 85          |
| 19           | 90          |
| 20           | 85          |
| <b>Total</b> | <b>1470</b> |

The table above is the result of the post-test given to the control class using Google Form. Based on a sample of 20 students and 20 post-tests, a total score of 1470 was obtained.

### Test of Normality

Normality test is one of the test requirements for data analysis, before carrying out statistical analysis for hypothesis testing, it is necessary to test for normality. The Kolmogorov Smirnov normality test was conducted to determine whether the residual values were normally distributed or not.

Basic Decision Making:

- If the significance value is  $> 0.05$  then the residual value is normally distributed.
- If the significance value is  $< 0.05$

then the residual value is not normally distributed.

Table 6. One-Sample Kolmogorov-Smirnov Test

|                           |                | Unstandardized Residual |
|---------------------------|----------------|-------------------------|
| N                         |                | 20                      |
| Normal                    | Mean           | .0000000                |
| Parameters <sup>a,b</sup> | Std. Deviation | 16.18385903             |
| Most Extreme Differences  | Absolute       | .188                    |
|                           | Positive       | .104                    |
|                           | Negative       | -.188                   |
| Test Statistic            |                | .188                    |
| Asymp. Sig. (2-tailed)    |                | .062 <sup>c</sup>       |

a. Test distribution is Normal.  
b. Calculated from data.  
c. Lilliefors Significance Correction.

Based on the results of the normality test, it is known that the significance value is  $0.062 > 0.05$ . So it can be concluded from the basis of decision making according to Kolmogorov Smirnov that the residual value is normally distributed.

### Test of Homogeneity

Homogeneity test is a test conducted to find out that two groups of sample data come from populations that have the same variance. After the normality test was carried out, the homogeneity test was carried out using Levene Statistics.

Basic Decision Making:

- If the significance value is  $> 0.05$  then the data distribution is homogeneous.
- If the significance value is  $< 0.05$ , the data distribution is not homogeneous.

Table 7. Test of Homogeneity of Variances

| Test of Homogeneity of Variances |     |     |      |
|----------------------------------|-----|-----|------|
| Levene Statistic                 | df1 | df2 | Sig. |
| 21,426                           | 1   | 38  | .420 |

Based on the results of the homogeneity test above, a significance value of  $0.420 > 0.05$  was obtained. It can be concluded that the data tested with Levene Statistics are homogeneously distributed, in other words that the sample data from the experimental and control classes have the same variances.

**Result of Hypothesis Statistic**

Using the SPSS program, an Independent Sample T-Test was used to test the statistical hypothesis. A parametric test called an independent sample t-test can be used to determine whether there is a correlation between two different samples. The significant value (2-tailed) was used to determine whether there was a difference between the two samples for the independent sample t-test analysis. If the value of sig. (2-tailed)  $> 0.05$  indicates that there is no significant difference between the results of the post-test control class and the experimental class.

- If the value of sig. (2-tailed)  $< 0.05$  indicates that there is a significant difference between the post test results of the control class and the experimental class.

Table 8. T-Test Group Statistics

| Group Statistics |                    |    |       |                |                 |
|------------------|--------------------|----|-------|----------------|-----------------|
|                  | Class              | N  | Mean  | Std. Deviation | Std. Error Mean |
| Post test        | Class Control      | 20 | 73,50 | 16,230         | 3,629           |
|                  | Class Experimental | 20 | 95,00 | 4,292          | 0,960           |

From the results of the group statistics data above, it is known that the average value of the control class with  $N = 20$  is 73.50. While the average value of the Experiment class with  $N=20$  is 95. It means that it can be concluded that there is a difference in the average value between the two classes, where the experimental class gets a higher score than the control class.

|           |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |      |                 |                 |                       |   |       |
|-----------|-----------------------------|---|------|------------------------------|------|-----------------|-----------------|-----------------------|---|-------|
|           |                             | F                                       | Sig. | t                            | df   | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|           |                             |   |      |                              |      |                 |                 | Lower                 |   | Upper |
| Post test | Equal variances assumed     | 21.4                                    | .420 | -5.7                         | 38   | .000            | -21.5           | 3.754                 | -29.1                                     | -13.9 |
|           | Equal variances not assumed |   |      | -5.7                         | 21.6 | .000            | -21.5           | 3.754                 | -29.3                                     | -13.7 |

Figure 1. Independent Sample Test

Based on the data above, the value in the t-test table for Equality of Means above shows that the value of sig. (2-tailed)  $0.00 < 0.05$  which means there is a difference between the results of the post-test control class and the experimental class. It can be seen that the post-test value of the control class is different from the post-test value of the experimental class which is used to determine the level of significance. Thus it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the data that has been analyzed, it can be proven that the use of the Kahoot! application effect on students' vocabulary understanding compared to students who did not use the Kahoot! application as a learning media. With each number of respondents  $N = 20$ , statistical data shows that the experimental class has an average value of 95 which is higher than the average value of the control class which



is 73.5 with a significance level of  $< 0.05$ , this indicates that the test value  $t$  has a significance level.

In Pratiwi's (2021) research training on the use of Kahoot! In teaching reading narrative to class X students, the results showed that they were enthusiastic and interested in the learning process using Kahoot! the learning process also saves time and energy with the rank scores found in the Kahoot! it makes students more interested in learning English. Supported by the results of relevant previous studies, the researchers found similarities that the use of the Kahoot! application this can affect the learning process in students.

To improve students' vocabulary achievement, Mansur and Fadhilawati (2019) conducting research on high school students by using the Kahoot! application. It can be proven that the use of the Kahoot! This increases students' vocabulary achievement through three stages of testing, in which students' scores always increase. The statement was also supported by 34 (85%) student responses, who strongly agreed that using Kahoot! helps students learn new vocabulary easily. Ayumi and Chan (2021) mentioned that 72% of students strongly think that using Kahoot! will help them learn more vocabulary. This demonstrates how Kahoot! can be a useful alternate learning tool to improve students' vocabulary.

## CONCLUSION

This research was conducted by experimental testing in two different classes, each consisting of 20 7th grade students at SMPN 6 Bekasi. With the aim of knowing the effect of using the Kahoot! application on students' vocabulary understanding. The two classes were given different treatment by giving a post-test to the control class via google form, while the experimental class through the Kahoot! application. Then,

based on the results of the study above, it can be concluded that the use of the Kahoot! application effect on students' vocabulary understanding.

Thus, it can be said that the use of 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.

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