

EFL TEACHERS' PERCEPTIONS OF KAHOOT AS AN ONLINE LEARNING PLATFORM IN INCREASING LEARNING ENGAGEMENT TOWARD ENHANCING VOCABULARY KNOWLEDGE

¹Ketlin Melisa Natalia Situmorang ^{1*}Debora Chaterin Simajuntak

¹English Education Study Program, Universitas Advent Indonesia

*Corresponding Author Email: debora.simanjuntak@unai.edu

Article Info	Abstract
Article History Received: March 2023 Revised: March 2023 Published: April 2023	<i>This study aims to investigate teachers' perceptions of the effectiveness of using the Kahoot application in enhancing students' vocabulary knowledge and increasing learning engagement. The research employed a qualitative research design, specifically utilizing a narrative inquiry approach to collect data. The study's participants were teachers with prior experience using the Kahoot application. Data were gathered through the use of storytelling, where the researchers listened to and transcribed the participants' accounts of their experiences. The findings suggest that the Kahoot application is a valuable tool for teaching vocabulary to English language learners. Teachers can leverage Kahoot to promote dynamic engagement in the learning process, which, in turn, motivates students to participate eagerly. Kahoot's enjoyable assessment features provide teachers with a platform to facilitate vocabulary learning in a more effective manner. The participants' experiences indicate that the majority of students respond positively to the use of Kahoot to enhance their vocabulary knowledge and express an interest in continuing to learn using this application.</i>
Keywords Teachers' Perception; Kahoot Media; Teaching Vocabulary; Online learning;	
How to cite: Situmorang, K.M.N., & Simajuntak, D. C. (2023). EFL Teachers' Perceptions of Kahoot as an Online Learning Platform in Increasing Learning Engagement Toward Enhancing Vocabulary Knowledge, <i>JOLLT Journal of Languages and Language Teaching</i> , 11(2). Pp. 251-262. DOI: https://doi.org/10.33394/jollt.v%vi%i.7525	

INTRODUCTION

Vocabulary is one of the facets of English that students struggle to fully comprehend, so it is essential when learning English. The students should put their efforts into learning English vocabulary for their practical, daily needs. Given the importance of learning vocabulary, language teachers have a duty to create and maintain a stimulating environment by providing a tool that can increase students' motivation, like technology, as a means of learning English (Solikhah, 2020). Pronunciation, grammar, and word usage are types of linguistic elements; English vocabulary is a different kind (Dickinson et al., 2019). At times English language learners have difficulty with vocabulary acquisition (Dakhi & Fitria, 2019). The EFL students tend to have trouble memorizing the vocabulary, and from time to time when they relied on the lessons, they forgot the meanings of the phrases that had been given. The students found it difficult to retain the vocabulary even though the teacher instructed them to. If the teacher allowed the students to speak while using the vocabulary they had learned, their speaking abilities would increase (Ihsan & Wahidah, 2019). They frequently struggle with vocabulary when attempting to comprehend the text. When students fail to make progress in their English studies, their urge to grow is not fulfilled.

Despite the importance of learning EFL vocabulary, EFL students still have trouble with it. Among these difficulties are learning new words' definitions, how to pronounce them effectively, how to apply them appropriately, how to spell them correctly, and gaining new

vocabulary (Wang et al., 2020). The word's grammar is also problematic, particularly if it differs from that of its L1 equivalent. It can be difficult to keep track of whether a verb like enjoy, adore, or hope is followed by an infinitive or a -ing form (Siddiqua et al., 2010). Vocabulary knowledge increases gradually when a second language is learned like studying a first language. Vocabulary knowledge is predicted to develop along with proficiency in foreign languages. In other words, as vocabulary knowledge gradually grows, so does the ability to speak a foreign language (Yildiz, 2022). Speaking a word clearly is different from having good word-building abilities. Teachers have referred to their students' motivation in terms of their desire to learn English vocabulary and English teaching tools like mobile phones as an alternative learning medium for vocabulary (Studies, 2017). The use of EFL teaching and learning methods has been impacted by technological innovations and advances (Muthi'ah et al., 2021).

Technology and its resources are taken into consideration when creating curricula in order to provide students with a more varied education using a variety of teaching tools and resources and to promote innovation, application, and lifelong learning (Livingstone, 2019). Technological breakthroughs have led to developments in almost all education practices (Anabel & Simanjuntak, 2022). It may affect how students learn, work, play, and live. Technology use has become a necessary component of work, so schools must begin implementing it to enhance teaching-learning activities (Adnyani et al., 2020). In addition, the use of digital technology in the world of education is now greatly expanding. Technology has significantly enhanced students' educational experiences. Technology can be used to teach English in creative ways, such as with Software Kahoot, which benefits both students and teachers (Trinh et al., 2022). The power of using digital technology can be effectively used by teachers and students to raise the standard of instruction and learning in the classroom (Lawrence & Tar, 2018).

According to Adnyani et al., (2020), free game-based learning tools like Kahoot can be used for any topic, on any device, and by users of any age. Kahoot was created to increase learning enjoyment and is appropriate for learning outside of the classroom. Every month, millions of users from countless various backgrounds use Kahoot! in settings ranging from classrooms to business meetings, charity events, award ceremonies, and other occasions. Because of its illustrations, substance, and features that let us design the game on our own, Kahoot! is distinctive. There are several Kahoot options that can be modified in the public library section if teachers do not have the time to create it from scratch. Kahoot! Wang and Tahir claim that there are three goals in the game. (2020, p. 2), which include boosting students' involvement, motivation, enjoyment, and concentration to improve their learning process in class. Kahoot has very interesting features and is in accordance with what students want; it is colorful, has various pictures, and is easy to use. However, there are significant drawbacks to Kahoot! teachers' actions are carried over to the following cycle if the established conditions were not met (Heni et al., 2019). According to Asniza et al., (2021), tracking learners progress is challenging. The teacher would need to break down usernames and link them to student names in order to keep track of their progress. She or he would then need to note how many of each student's Kahoot answers were correct. It was challenging for students to maintain motivation and engagement once they received a number of incorrect answers (Licorish et al., 2018). One of the obstacles that is inherent in every application that is used is an internet connection, because it can complicate the process of the application. Furthermore, rather than being a platform issue, this problem is primarily related to internet accessibility (Rajabpour, 2021).

The theory of language learning presented by Crawshaw, (2015), on which this study is based, explains how teachers can encourage their students to process information about the language they are learning using a combination of intuitive and conscious processes. A logical connection between the Krashen theory of communicative language teaching and the natural

approach to the theory of language acquisition would be from a research viewpoint. This theory seeks to understand how teachers perceive students' potential for developing their capacity and ability to comprehend the material (Koonthar et al., 2018). Henceforth the researchers of this study would like to delve deeper into the perceptions of EFL teachers regarding the use of Kahoot! in promoting basic English vocabulary. This research was conducted to address three research questions: (1) What aspects does Kahoot add value in promoting basic English vocabulary? (2) What are the teachers perception on the use of Kahoot in teaching English? And (3) What is teachers engagement with Kahoot to promote learning? This questions led the study in exploring teachers' perceptions in teaching vocabulary to their students.

RESEARCH METHOD

This is a qualitative study, with a research design that involves conducting interviews to collect data. This research was conducted to collect data and as much information as possible about EFL teachers' perceptions of Kahoot as an online learning platform for promoting basic English vocabulary.

Research Design

This study is a narrative inquiry study that employs an interpretive description approach. In order to gain a deeper understanding of and comprehensive knowledge about a particular topic, the researchers used a narrative inquiry method to explore participants' experiences and seek their perspectives. According to Creswell (2015), narrative research designs are qualitative techniques in which researchers describe persons' lives, gather and narrate their stories, and compose narratives about their experiences. In education, these stories frequently center on classroom experiences or school activities. Furthermore, unlike personal interviews, narrative inquiry allows participants to feel free to share their real-life stories. The interviewee tells the story in a narrative inquiry. As subject matter experts from their own lived experiences, the study's participants possess the power of knowledge.

Participant Recruitment

Purposive sampling was used for this study's sampling strategy because it ensures a variety of viewpoints and focuses on specific traits that help the researchers find the answers to their research questions. (Palingkas, et.al. 2016). The study enlisted English teachers who instruct English as a subject and deliver vocabulary-building materials to students using the Kahoot! application. Through purposeful sampling, all participants were chosen for participation. Before verbally agreeing, the participants were asked if they had read the information sheet that had been provided. Each participant received a set of coded initials to ensure confidentiality.

Table 1
Demographic Features of the Participants

Initial	Age	Gender	School	Profession
IS	23	Female	private	English Teacher
TN	23	Female	private	English Teacher
DE	21	Female	private	English Teacher
FB	21	Female	private	English Teacher
EL	29	Female	private	English Teacher
HA	24	Female	private	English Teacher

Instruments and Data Collection

The study instrument is participants' stories. The researchers contacted them through WhatsApp to ask about their willingness to be the research subjects. The researchers made a WhatsApp group to make it easier to give information about the process. To lead participants throughout the entire narrating of the story process, the researcher prepared a guide. For the

data collection, the researcher did several video calls and Zoom meetings to collect stories from participants because researcher and participants are separated by distance.

Data Analysis

After collecting the data the researchers transcribed the data before analyzing it. The researchers made a transcription of the narratives. The researchers then applied thematic analysis to analyze the data. Braun and Clarke (2006) suggested that thematic analysis is an effective technique for exploring the viewpoints of various research participants, revealing parallels and differences, and eliciting unexpected findings. The analysis is divided into various steps, beginning with familiarization with the original data and continuing with the assignment of initial codes to statements that summarize the primary point of the interviews (Saldaña, 2013). To preserve the participants' privacy, initials were made to report statements.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study employs a narrative inquiry design. This study was carried out in order to understand how teachers felt about using Kahoot to encourage vocabulary learning. The opinions of teachers regarding Kahoot as an online learning platform for promoting basic English vocabulary were elicited through interviews with a total of six teachers. The researcher recorded, arranged, and interpreted the data to discover solutions to the research questions. Below is a list of each research question's findings and analyses.

Aspects in Promoting English Vocabulary

Kahoot has aspects that can increase a child's vocabulary level. Vocabulary is an important aspect of learning a foreign language. Learning vocabulary entails not only understanding word definitions but also becoming familiar with every element of a given word (He, 2010).

Dynamic Involvement

Using technology in the classroom is fun for students and they are more enthusiastic about learning. Like the quote below:

P1 : *“When I use it in class when filling in chapters and students enjoy working on questions”*. P6 : *“I found some difficulties when using Kahoot the first reason when students try to enjoy the games from Kahoot”*.

P2 : *“So for us to be able to reach students, we can use the Kahoot application because it can interact with children and they enjoy it.*

For teachers who instruct, this Kahoot is very helpful because, in addition to altering the way students learn, it can also amuse students and improve the mood in the classroom. Therefore, the quantitative results were supported by the student responses, which demonstrated that Kahoot benefits students in a variety of ways, including increasing their level of engagement and participation in class, being easy to use and promising for reviewing units and material, preparing students and enabling them to learn more quickly, being helpful for reviewing vocabulary, and providing fun and enjoyment. The results showed that students were able to participate in the lessons, successfully master the target language, and enjoy learning English with Kahoot. The impact of using Kahoot on students' focus, involvement, enjoyment, perceived learning, motivation, and satisfaction was examined by (Inglés, 2023).

Learning Assessment

Teachers can create a fun learning atmosphere using technology-based learning systems to help students with different learning activities. Kahoot creates an interesting activity for

students; for example, teachers can make quiz questions that are more interesting and varied for students. Based on the teachers' experience:

P1 : *“My students are more enthusiastic about learning if they are going to take the quizzes because they use Kahoot.”*

P6 : *“ Of course my students have development, they are more enthusiastic and excited about doing the exercise and are not bored by it because Kahoot has music and picture themes, so they enjoy doing it more and get better grades. My students are very happy to use this Kahoot so I will ask them to do the game and if there is an opportunity, we will often use it so that students also have the enthusiasm to learn.”*

P1: *“ Kahoot it helps in giving interesting quizzes, and the assessment immediately after the quiz makes it easier to record student scores.*

P2: *“And in this application, the highest score is notified, and from there, students can see their highest score, which is very interesting for them.*

P3: *“Something I see the Kahoot application is yes, of course all the features are interesting.*

McLaughlin & Yan (2017) came to the additional conclusion that formative feedback in the form of online evaluation has the potential to boost student engagement, boost their enthusiasm for learning, and result in better academic success. Thus, it can be said that Software Kahoot is a learning tool that can raise students' academic performance. Students who use software Kahoot become more motivated, passionate, and capable of competing and cooperating in teams. Media software is also provided to students while they are learning to keep them interested, particularly with reading, which is regarded as one of their most absorbing subjects. The use of the Kahoot application in English language instruction today is now generally acknowledged by researchers. The Kahoot application increases students' motivation and focus when studying English (Wang & Tahir, 2020).

P2: *“ The opportunity that I have is that, as a teacher, we can use various media platforms available on the internet today to be able to help us in teaching and learning so that students won't get bored from the lesson they receive.*

P5: *“Students don't feel bored in class because there are applications that can be used, and it builds their enthusiasm for learning, so I use this application of course for my students.*

Sibatuara (2021) with the help of the Kahoot application, they can practice their English with peers, have fun, discover new content, and spice up other tasks.

P1:” *So the way that I want to do for my students is give them the opportunity to have fun learning by using Kahoot.*

P2: *“ So for us to be able to reach students, we can use the Kahoot application because it can interact with children, and they enjoy it. It also has other ways to ensure that children don't get bored and students have a lot of fun.*

P3:” *Feel quite satisfied with this application because it is the children's interest that makes me happy when they have fun with learning.*

P2: *“ The opportunity that I have is that, as a teacher, we can use various media platforms available on the internet today to be able to help us in teaching and learning so that students won't get bored from the lesson they receive.*

P5: *"Students don't feel bored in class because there are applications that can be used, and it builds their enthusiasm for learning, so I use this application of course for my students.*

(Sibatuara, 2021), with the help of the Kahoot application, they can practice their English with peers, have fun, discover new content, and spice up other tasks.

P1: *"So the way that I want to do for my students is give them the opportunity to have fun learning by using Kahoot.*

P2: *"So for us to be able to reach students, we can use the Kahoot application because it can interact with children, and they enjoy it. It also has other ways to ensure that children don't get bored and students have a lot of fun.*

P3: *"Feel quite satisfied with this application because it is the children's interest that makes me happy when they have fun with learning.*

P4: *"Students can have fun using the app and it is easier for them to understand without explaining all the material that much.*

P5: *"And also, this application can foster students' interest in learning even more because it is fun for them.*

P6: *"I decide to use Kahoot because it helps me a lot, when I made fun activities that related to my topic in class through games. Kahoot help me to make fun games that related to my topic in class and also I use Kahoot for any exercise in class and it help me a lot because Kahoot already calculate all the score that easy to get final score without conic manually.*

Teachers Perceptions on The use of Kahoot

Quality of Teaching

The quality of teacher teaching must be creative; there are many applications that can be used for both online and offline learning. Learning while playing is an interesting activity to do in the classroom. Kahoot is an application that supports learning in the classroom. The following is the teacher's opinion about the Kahoot application as a learning method:

P1: *"My students are more enthusiastic about learning if they are going to take quizzes because they use Kahoot.*

P2: *"I have used Kahoot several times to help me in the process of teaching and learning activities because this application can help children become more enthusiastic about learning.*

P3: *"For the Kahoot application program, it might be more interesting if the features were updated every year and more new things were included with it so that children felt that this application really supported their learning.*

P4: *"But Kahoot provides teachers with a new way to deliver instruction, personalize learning, and increase student engagement.*

In particular, a joint problem-based learning teaching strategy was developed, and it was compared to another strategy that incorporated technology into the learning process, (Limniou & Mansfield, 2019). Staff members at the university expressed serious concerns about the potential impact on teaching quality and the student learning experience, according to a hastily performed research exercise, (Milliken & Barnes, 2002). The lack of high-quality technological tools and the teachers' uncertainty about which application best suits the students' abilities are

viewed as challenges by the educators. (Muthi'ah et al., 2021). In order to earn points, students must respond to questions quickly and accurately. The highest scorers' scores are displayed on a leaderboard. This outcome is favorable for the students, as evidenced by the rise in posttest scores and the outcomes of observations with improved descriptions, (Wang et al., 2022).

P1: *"Kahoot it helps in giving interesting quizzes, and the assessment immediately after the quiz makes it easier to record student scores. My students are more enthusiastic about learning if they are going to take quizzes because they use Kahoot. So that students before the time to do their quiz will study harder to get a high score when the quiz later.*

P2: *"And in this application, the highest score is notified, and from there, students can see their highest score, which is very interesting for them.*

Participants voiced similar opinions about the prevalence of a bad internet connection and a lack of adequate facilities, including both students and teachers (Anabel & Simanjuntak, 2022). In Mahbub's (2020) research, which examined the use of Kahoot! with undergraduate students enrolled in the English education program, the only obstacle to continuous implementation was a poor internet link, despite the fact that students thought online assessment was practical.

P1: *"The difficulty I experienced when using this application was an unstable internet with a network that sometimes disappeared.*

P6: *"suddenly there was unstill connection then they can't rejoin and continue the game again, and the second the students only can see the questions from the one who share the screen they can't see from the own screen it means there unstable connection with my connection and they can't continue to answer the questions, it seems like Quizizz the questions can appear every students screen if we use Quizizz, so when I have unstable connection when I used this App it want disturb them at all to did the exercise.*

The successful use of applications in learning is a good connection. Participants voiced similar opinions about the prevalence of a bad internet connection and lack of adequate facilities, including both students and teachers. For hybrid learning to be successful, there must be a reliable internet connection and all required equipment, (Anabel & Simanjuntak, 2022)

Teachers' Engagement to Promote Learning

The teacher promotes his teaching using Kahoot by using the method of grouping students. Students also feel happy and believe that there is a new method of learning while playing using Kahoot, which is very effective and makes it easier for teachers and students in the learning and teaching process. The following are opinions on the promotion of learning:

P1: *"A teacher When making a teacher's exam, you don't have to sit in class, or when online, students remain sporty in answering these questions, because students are asked to be honest, they don't have any time to ask her friend by chat or whatever so they should do the exams with herself, and also in this app, you can't open anything else because it will come out, and this Kahoot is full of color, so happy kids.*

P3: *"When using the Kahoot application, the things that I have achieved are when I invite people to participate in learning activities I create with Kahoot, they show interest and the event becomes more lively despite being online.*

P4: *“The pandemic has greatly changed the pattern of learning in schools using online platforms so I chose Kahoot as one of my platforms.*

P5: *“In using this application, I have never had difficulty or had problems, because my students have cellphones and also use online learning, and I think their parents allow them to use cellphones, so they are already good at using electronics.*

In particular, a joint problem-based learning teaching strategy was developed, and it was compared to another strategy that incorporated technology into the learning process, (Limniou & Mansfield, 2019). (Limniou & Mansfield, 2019), however, once the online polls are closed, both of these methods have the potential to spark discussions and disagreements. They can also encourage student-to-student and student-to-teacher as well as student-to-student encounters. English instructors needed to be able to use and adapt online tools in the classroom because all of the sessions would be conducted online. The applications available to teachers to assist EFL instruction are numerous. Online tools like Zoom, Google Meet, Google Classroom, Kahoot, Quizizz, and other tools can be helpful as e-learning resources when teaching EFL. (Muthi'ah et al., 2021) conducted study on the most popular learning tools used during the COVID-19 pandemic.

This outcome is favorable for the students, as evidenced by the rise in posttest scores and the outcomes of observations with improved description (Wang & Tahir, 2020). To keep pupils from becoming bored, teachers should be able to create engaging materials (Muthi'ah et al., 2021),

P1: *“Because of its effectiveness in quizzes, Kahoot only works when quizzes can't all be used in every lesson.*

P5: *“Because this application can be more effective and efficient in providing exam results assessment. Effective and efficient how Kahoot works and his attractive appearance make the want to work questions better.*

According to the explanation given above, Software Kahoot is a game that is integrated to make it simple for teachers to evaluate their students' learning. It can also be used to explain concepts, distribute content, and serve as a forum for the exchange of ideas, (Wang et al., 2022). We also offer comments on Kahoot's ease of use, the circumstances in which it works well, and our future plans for using it (from the instructors' point of view), (Licorish & Lötter, 2022).

P1: *“The Kahoot app is no stranger to me, this application is easy to use, and the features we want to use are very interesting.*

P2: *“I am quite satisfied with this Kahoot application because it is simple, easy to learn and there are not many difficult features, but there are several features that can only be accessed if the account is premium.*

P4: *“Well this application is easy to use because I don't think this application is difficult, and by me hinting at the method they have to use to enter, it's easy for them to understand.*

It demonstrates the beneficial impact that using the Kahoot application has on students' happiness and motivation. Therefore, it is essential to identify any potential underlying causes that may have an impact on students' motivation for learning English, particularly for instructors who wish to increase their students' motivation, (Licorish et al., 2018).

P4: *“As a teacher I saw increased attendance, student participation, engagement, motivation, and interaction between students and teachers as well as students and peers.*

The first research question concerns whether Kahoot application affects students' capacity for developing their English vocabularies. The second question concerns Kahoot application's efficiency in developing students' vocabularies. The third question concerns Kahoot application's impact on learning outcomes, (Sibatuara, 2021).

Discussion

This study aimed to investigate the perceptions of English language teachers regarding the use of the Kahoot! application as a tool for promoting basic English vocabulary learning. The study was guided by three primary research questions, each of which aimed to explore specific aspects of the use of Kahoot! in promoting English vocabulary learning. The first research question sought to understand the various aspects of using Kahoot! in the teaching and learning of basic English vocabulary. This aspect encompasses the various features and functionalities of the application that teachers utilized in promoting English vocabulary learning. The study sought to gain insights into the different ways that teachers employed the application, such as creating quizzes and games, in facilitating vocabulary learning. The second research question delved into teachers' perceptions of the effectiveness of using Kahoot! in teaching English. This aspect aimed to gain a deeper understanding of how teachers viewed the application in the context of teaching English vocabulary.

The study explored the teachers' attitudes towards the application, such as their perceived benefits, drawbacks, and challenges when using Kahoot! to promote vocabulary learning. Finally, the research focused on the teachers' engagement with the Kahoot! application to promote English vocabulary learning. This aspect aimed to explore the extent to which teachers utilized Kahoot! in the teaching and learning process, the frequency of use, and the strategies they employed to ensure optimal engagement with the application. The study sought to gain insights into the factors that influenced teachers' decisions to use Kahoot! as a tool for promoting English vocabulary learning. Overall, the study also provides a comprehensive understanding of teachers' perceptions of the Kahoot! application in promoting basic English vocabulary learning. The research questions guided the study, and the findings provide valuable insights that could inform the use of the application in the teaching and learning process.

Through the findings, the researchers discovered that this study is aligned with a research conducted by Adnyani et al., (2020) that Kahoot! can be used for any topic, on any device, and by users of any age. Kahoot! to increase learning enjoyment and is appropriate for learning outside of the classroom. Participants considered it as a learning app that sparks interest but does not have strong impact on students' vocabulary development even though it gives little impact to broaden their students' vocabulary knowledge. Wardani (2015) emphasized that in order to expand vocabulary knowledge, learners should be able to relate the new words to their existing knowledge as they increase their vocabulary knowledge. When they encounter words in the text, they should be able to more successfully construct meaning by demonstrating conceptual relationships between words, modifying their preexisting knowledge framework (schema), and modifying their existing schema. With that being said, participants suggested that teachers who use Kahoot must know how and why to use Kahoot for vocabulary enhancement; it is aligned with a research conducted by K1yanç1çek and Uzun (2022).

Educators are increasingly emphasizing the importance of using interactive learning through technology applications in teaching and learning as a means of enhancing classroom quality, promoting interactivity, and enabling flexible learning experiences that can be held wherever and whenever is most convenient for specific students; this study is in line with what

Smith et al., (2022) and Lawrence & Tar (2018) had done. They stated that learner has control over what, when, and where they learn which increases their independence.

All the findings indicated that through teachers' perceptions Kahoot! is a good app to promote learning that can help learners enjoy learning the Language in a fun way. This study also provides pedagogical implications regarding teaching-learning process. These pedagogical implications are drawn as a result of the present study, in which, to maximize learning interaction through the use of Kahoot, teachers should make sure that the course content and materials sent to Kahoot! are engaging and useful in order to promote learners basic vocabulary knowledge.

CONCLUSION

Exploring teachers' perceptions of the use of Kahoot! In promoting basic English vocabulary, shed light on what aspects the app adds value to when teaching vocabulary to English learners. These aspects give English teachers recognition of how to use and view Kahoot. The findings of teachers' perceptions suggest that teachers may use Kahoot to ignite dynamic learning, and once dynamic involvement is achieved, learners will be willing to participate in the learning process. The teacher can utilize Kahoot as a platform to promote vocabulary learning in a much more guaranteed way wherein the fun assessment of learners' abilities should be performed. The stories of the participants reveal that most students embrace the challenge of expanding their vocabulary through Kahoot's, and they unquestionably ask to play more and more.

Enhancing the effectiveness of classroom instruction includes using different teaching apps, like Kahoot. Teachers will gain the respect of their students by being able to provide interactive learning in the classroom. The results show that teachers should be vigilant when using Kahoot because premium access is a paid feature on all apps. The app's features may not be fully utilized by teachers who prefer free access, which ultimately led to flaws in the way the lesson plan was delivered. The task of increasing vocabulary falls to English teachers. Even though multiple-choice tests have a tendency to favor memorization, having teachers design Kahoot's promotes higher-order thinking skills. There are many strategies for increasing vocabulary and inspiring students to participate in vocabulary development. Promoting students' interest in learning is one tactic. The findings of this study indicate that Kahoot has the potential to promote learning, but in order to prevent creating confusion during the learning process, the teacher must first understand the needs of the students and how to use the Kahoot application before using it.

ACKNOWLEDGEMENT

We would like to acknowledge the faculty of Teachers Training and Educational Science for opening us the access to connect with the study participants; wherein, we could complete this study. We also wish to thank all the participants for generously shared their experience, perspectives and time to complete this study.

REFERENCES

- Adnyani, K. E. K., Adnyana, I. W., & Murniasih, N. N. (2020). *Teacher and Students' Perception on Using Kahoot! for English Learning*. 394(Icirad 2019), 62–67. <https://doi.org/10.2991/assehr.k.200115.011>
- Anabel, T. W. V., & Simanjuntak, D. C. (2022). Obtaining Preferences From a Hybrid Learning System To Promote English-Speaking Ability Through Focus Group Discussion. *Journal of Languages and Language Teaching*, 10(2), 118. <https://doi.org/10.33394/jollt.v10i2.4994>
- Crawshaw, M. (2015). Secondary school teachers perceptions of student misbehaviour: A review of international research, 1983 to 2013. *Australian Journal of Education*, 59(3), 293–311. <https://doi.org/10.1177/0004944115607539>
- Dakhi, S., & Fitria, T. N. (2019). The Principles and the Teaching of English Vocabulary: A Review. *JET (Journal of English Teaching)*, 5(1), 15. <https://doi.org/10.33541/jet.v5i1.956>
- Dickinson, D. K., Nesbitt, K. T., Collins, M. F., Hadley, E. B., Newman, K., Rivera, B. L., Ilgez, H., Nicolopoulou, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Teaching for breadth and depth of vocabulary knowledge: Learning from explicit and implicit instruction and the storybook texts. *Early Childhood Research Quarterly*, 47, 341–356. <https://doi.org/10.1016/j.ecresq.2018.07.012>
- Ihsan, H. Z., & Wahidah, N. (2019). Teacher's Efforts to Overcome the Students' Difficulties in Speaking Ability. *VELES Voices of English Language Education Society*, 2(1), 62. <https://doi.org/10.29408/veles.v2i1.1273>
- Inglés, D. (2023). *Kahoot , Quizizz , and Quizalize in the English Class and their Impact on Motivation Motivación*. 30(1), 65–84.
- Kıyançıçek, E., & Uzun, L. (2022). Gamification in English Language Classrooms: The Case of Kahoot! *Bilim, Eğitim, Sanat ve Teknoloji Dergisi (BEST Dergi)*, 6(1), 1–13. <https://doi.org/10.46328/bestdergi.63>
- Koondhar, M., M.A, E., Siming, I. A., & Umrani, T. H. (2018). Language Learning Approaches: Unity in Diversity. *Advances in Language and Literary Studies*, 9(6), 34. <https://doi.org/10.7575/aiac.all.v.9n.6p.34>
- Lawrence, J. E., & Tar, U. A. (2018). Factors that influence teachers' adoption and integration of ICT in teaching/learning process. *Educational Media International*, 55(1), 79–105. <https://doi.org/10.1080/09523987.2018.1439712>
- Licorish, S. A., & Lötter, A. L. J. (2022). When Does Kahoot! Provide Most Value for Classroom Dynamics, Engagement, and Motivation?: IS Students' and Lecturers' Perceptions. *Journal of Information Systems Education*, 33(3), 245–260.
- Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). Students' perception of Kahoot!'s influence on teaching and learning. *Research and Practice in Technology Enhanced Learning*, 13(1). <https://doi.org/10.1186/s41039-018-0078-8>
- Limniou, M., & Mansfield, R. (2019). (Game-Based) Student Response Systems Engage Students with Research-Teaching Nexus Activities and Support Their Skills Development. *Creative Education*, 10(01), 36–47. <https://doi.org/10.4236/ce.2019.101003>
- Livingstone, K. A. (2019). The Place of Information and Communication Technologies in Curriculum Design and Development. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 15(4), 180–197.
- Milliken, J., & Barnes, L. P. (2002). Teaching and technology in higher education: Student perceptions and personal reflections. *Computers and Education*, 39(3), 223–235. [https://doi.org/10.1016/S0360-1315\(02\)00042-8](https://doi.org/10.1016/S0360-1315(02)00042-8)
- Muthi'ah, M., Nawir, M. S., & Tsuraya, A. S. (2021). Teachers' Perceptions of the Challenges

- in the Online Efl Teaching: a Review of Previous Studies. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 24(2), 215. <https://doi.org/10.24252/lp.2021v24n2i5>.
- Sibatuara, U. D. (2021). The Effectiveness of Kahoot in Improving Vocabulary: The Case of a Private University English Study Program. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 8(1), 33–42. <https://doi.org/10.19109/ejpp.v8i1.8285>
- Siddiqua, A., Oljira, D., Dastjerdi, H. V., Ingleses, E., Ramadani, F., Olsson, H., Assessment, A. N., The, O. F., Of, P., Teaching, V., Wulandari, A. Y. U., Of, F., Training, T., Nation, P., Elsheikh, O., & Elmahdi, H. (2010). *A STUDY ON 678'(176¶ DIFFICULTIES IN LEARNING VOCABULARY Rohmatillah Institut Agama Islam Negeri (IAIN) Raden Intan Lampung*. 7(c), 89–94.
- Smith, B. E., Amgott, N., & Malova, I. (2022). “It Made Me Think in a Different Way”: Bilingual Students’ Perspectives on Multimodal Composing in the English Language Arts Classroom. *TESOL Quarterly*, 56(2), 525–551. <https://doi.org/10.1002/tesq.3064>
- Studies, L. (2017). The impact of vocabulary knowledge on reading, writing and proficiency scores of EFL learners. *Dil ve Dilbilimi Çalışmaları Dergisi*, 13(1), 352–378.
- Trinh, T., Tran, T., & Nguyen, B. (2022). JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES The effects of paraphrasing on EFL Students’ academic writing. *Journal of Language and Linguistic Studies*, 18(1), 976–987. <https://doi.org/10.52462/jlls.209>
- Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning – A literature review. *Computers and Education*, 149(January), 103818. <https://doi.org/10.1016/j.compedu.2020.103818>
- Wang, A. I., Tahir, R., Saleh Alharbi, A., Abdullah Alhebshi, A., Meccawy, Z., Kainama, M. S., Hendriks, A. Lou, Van Burg, E., Cornelissen, J., Stam, W., Jack, S., Limniou, M., Mansfield, R., Livingstone, K. A., Marsa, S. S., Kuspiyah, H. R., Agustina, E., Trinh, T., Tran, T., ... Bram, B. (2020). Perceptions of Postgraduate Students Towards the use of Kahoot as A Formative Assessment Tool in an English Language Course. *Arab World English Journal*, 10(1), 231. <https://doi.org/10.4236/ce.2019.101003>
- Wang, J., Zhang, X., & Zhang, L. J. (2022). Effects of Teacher Engagement on Students’ Achievement in an Online English as a Foreign Language Classroom: The Mediating Role of Autonomous Motivation and Positive Emotions. *Frontiers in Psychology*, 13(July). <https://doi.org/10.3389/fpsyg.2022.950652>
- Wardani, S. I. (2015). Improving Student Vocabulary Mastery Using Word Mapping Strategy. *OKARA: Jurnal Bahasa Dan Sastra*, 9(1), 131. <https://doi.org/10.19105/ojbs.v9i1.585>
- Yokubjonova, S. (2001). The Importance of Teaching. *Journal of Building Physics*, 24(3), 177–182. <https://doi.org/10.1106/70V2-62VX-7LCK-YDPN>