

Using Game-Based Technology, *Kahoot!* for Classroom Enhancement

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Abstract

Game-based learning through digital tools such as *Kahoot!* combines game dynamics with the potential of monitoring student learning. The purpose of the present study is therefore to explore the use of the online platform *Kahoot!* as a tool for teaching and learning vocabulary in an English Class. A Pre-experimental design process developed throughout a period of time to see how helpful this tool was in the learning vocabulary process in English Language classroom. The data was obtained through a pre-test and post-test. This study was encouraging as it shows the positive effect that playing *Kahoot!* improves motivation and the students' satisfaction is positive.

Keywords: *Kahoot!*, Classroom Enhancement, Game-Based Learning

Introduction

The use of vocabulary terms is essential when learning a language. Many of the words that students are expected to learn in English Classroom are still unfamiliar to them as they have different meanings (Carrier, 2012). In addition to the possible lack of correspondence between individual words and individual meanings, the term word also has difficulties with the various grammatical and morphological permutations of vocabulary. It is not all that clear whether *walk*, *walked*, *walking*, and *walks* should be counted as a single word or four (Schmitt, 2008). Acquisition of these vocabulary terms is important and students must be able to communicate using these concepts as they move through their learning process (Kinahan, 2001). Wang (2016) research shows that implementing the interactive response system (IRS) increased students' motivation and they seemed to be engaged. These results were corroborated by (Chuan, 2015; Heaslip, Donovan, & Cullen 2013; Lin, Liu, & Chu 2011; McDonough & Foote, 2015). Abrams and Walsh (2014) found that using technology-based games for vocabulary instruction increased student vocabulary assessment scores from a low level B average before the game to a low A average after the game was played. Yip and Kwan (2006) investigated the effects of online games on student focus during vocabulary instruction. They found that the experimental group outperformed the control group on vocabulary assessments (Yip & Kwan, 2006). Because studies have demonstrated that using IRS applications in courses in other areas promotes learning gains and engagement (Mayer at al., 2009), this study aimed to further explore the use of IRS *Kahoot!* (<https://getkahoot.com/>) in learning vocabulary in an English Class. According to Dellos (2015), *Kahoot!* is a student response system that engages students through game-like pre-made or impromptu quizzes, discussions and surveys, also mention by (Byrne, 2013; Cross, 2014; *Kahoot!*, 2014; Thomas, 2014), *Kahoot!* is an online global educational brand that offers a free student response platform. *Kahoot!* Is an evolution of the previous clicker technology with the exception that it is free and easy to learn and use. Educators use *Kahoot!* to create game-based quizzes, discussions and surveys (Plump, 2017). Students sign in using the web address <https://kahoot.it> to access the platform. Kahoot can be used with smartphones, tablets, laptop computers and with wireless connection. Students can play individually or choose team mode to use one device per group. Students get into the platform using only a pin which is given by the instructor. Students do not need to register for an

account or download an application, which can waste time and complicate the process (Plump, 2017). There are a variety of options when writing questions on this platform. Options include uploading videos, pictures and music to animate students with their thinking or simply provide upbeat energy to the quiz. Questions can be timed from 10 to 120 seconds in order to give students opportunity to choose the correct option for the showed question. Both the question and answers have character limits. Questions are limited to 80 characters while the answers to questions are limited to 60 characters (Graham, 2015). Graham (2015) points out that discussion kahoots consists of only one questions with no right or wrong answer and no points assigned; results are displayed at the end of the timed answer period and can be used to start a debate. Similarly, Survey kahoots do not have right or wrong or assign points, however they may include any number of questions. In addition, Graham (2015) mentions that *Kahoot!* has a big user community of instructors willing to share their experiences. Check out the “*Kahoot!* Journal” to find out some more help such as “hacks, tips on getting started, free learning games, and other inspiring ways to play *Kahoot!*”

Methods

This research study used quantitative approach. The design of this study is quasi-experimental design because the researcher wants to measure the use of *Kahoot!* Application in improving vocabulary ability at SMPN 4 Pinrang. There was one kind of instrument used in this research, namely test. The test consisted of pretest and post-test. The pre-test was administered before the treatment to get data on the students' prior knowledge, while post-test was given after the last treatment to get data on the impact of *Kahoot!* application.

The Result

The tool *Kahoot!* Adopted for the present study is a cloud-based IRS, developed by the team *Kahoot!* AS, from the Norwegian University of Technology and Science. The purpose of using this tool was to investigate the effectiveness of the online *Kahoot!* in vocabulary acquisition when teaching English in a language classroom. In terms of improving the effectiveness of the tool and according to the pre-test and post-test results, participants increased their mean vocabulary scores during the final test. In terms of satisfaction with *Kahoot!*, 100 % of the students indicate they found easy to use; 84 % of them indicated that it kept them on task; in addition, 83 % of the students indicated that they prefer to use technology in the classroom. 90 % of them considered the use of *Kahoot!* was not a distraction. 95 % of the students in the survey enjoyed the game in class. Finally 74% of the surveyed students agreed that the use of *Kahoot!* helped them to be prepared for the formal exams.

Conclusion

Games like *Kahoot!* are an excellent choice for teaching university students, in any subject and especially when teaching and practicing vocabulary in a language class. Students are eager to use their mobile phone or tablets and implement technology into the classroom. These eLearning tools provide a positive environment in the classroom, increase energy and add fun. Motivation is one extra element that has to be considered, because students demonstrate a friendly competition and cooperative learning (Malamed, 2012). This study was encouraging as it shows the positive effect that playing *Kahoot!* improves motivation and the students' satisfaction is positive. Further studies are recommended to be conducted different skills that language needs to be developed.

Refereces

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