KAHOOT! IN TEACHING VOCABULARY
TO SEVENTH GRADERS OF JUNIOR HIGH SCHOOL

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Abstract

The research investigates Kahoot!'s effectiveness in teaching vocabulary to junior high school pupils. According to observation by the researcher at a private Islamic junior high school, English language learners frequently struggled with vocabulary deficiency when learning English. In addition, the teacher frequently referred to textbooks, which was tiresome and repetitive for seventh-grade students. A promising way to address these issues was to deploy the educational platform termed Kahoot! The end goal of the present research was to ascertain whether or not Kahoot! showed its effectiveness in vocabulary teaching to junior high school seventh graders. The study utilized a quantitative methodology and was designed as a quasi-experimental design with a pre-test and a post-test as instruments. An independent sample t-test was applied. This research focused on sixty students as the subjects. Based on the data analysis, a statistically significant distinction was proven by the p-value= .000. The experimental group exhibited supreme performance with a score of 76.5 in contrast to the control group with only 55.5. The score for the effect size of teaching vocabulary using Kahoot about directions material was 0.5, showing a large effect. It can be inferred that Kahoot! demonstrates its effectiveness in teaching vocabulary to seventh graders of junior high school.

Keywords: *Effectiveness, Kahoot!, vocabulary*

INTRODUCTION

In mastering English, students should learn vocabulary, which is the basics of language learning. Vocabulary is the first thing to master before other skills can be acquired. The more vocabulary the students have, the better their understanding of English. Vocabulary is crucial for second and foreign-language learners to learn English skills (Mansur & Fadhilawati, 2019). In speaking, vocabulary is needed to convey ideas and thoughts. In speaking, vocabulary is needed to convey ideas and thoughts. Taslim et al., (2019) stated that in a language system, vocabulary can be ordered into phrases, clauses, and sentences based on established criteria. The vocabulary is utilized to generate concepts, which are subsequently communicated orally. As a result, the quality and quantity of a person's vocabulary significantly impact his speaking abilities. Higher vocabulary knowledge increases the likelihood of becoming an expert speaker.

In listening, vocabulary is used to understand context, actively listen, and retain information. Asrida et al., (2024) explained that certain students articulated the viewpoint that an adequate vocabulary would facilitate the process of listening, whereas others contended that attaining proficiency in vocabulary would empower them to comprehend and decipher spoken words or sentences with ease. A positive

corelation exists between pupils' proficiency in vocabulary and their listening skills. This association emphasizes the interconnectedness of linguistic components and emphasizes the significance of a well-developed lexicon in promoting proficient listening abilities. An extensive vocabulary makes it easier for listeners to grasp spoken language because it helps them understand words even if they are unfamiliar with them by using context. Engaging in active listening takes processing and comprehension of the speaker's message. A well-developed vocabulary aids this process. An extensive vocabulary facilitates information retention.

As for reading, vocabulary knowledge is inseparably linked to reading comprehension. Rahmah et al., (2023) mentioned that by improving their vocabulary, a person will have little difficulty grasping the meaning included in the reading, allowing them to extract a wealth of information and knowledge from what they read, as opposed to someone with a limited vocabulary mastery. An extensive vocabulary improves reading fluency by eliminating the need for frequent stops to interpret words. Fluent readers may concentrate on comprehending the material.

A challenge in writing is the insufficient mastery of vocabulary. Students frequently encounter challenges while attempting to articulate their thoughts and effectively communicate them in writing. Proficiency in writing is tightly linked with vocabulary mastery. If pupils fail to apply the appropriate words when expressing ideas, either verbally or in written form, this reflects a lack of understanding of the meaning of specific vocabulary. This error or misinterpretation might end up in pupils enduring trouble grasping the subject matter and the language they are planning on using when they communicate or produce content (Maesaroh & Reknosari, 2021). It can be concluded that we cannot study or practice English if we do not have a vocabulary. Our inability to perceive English or any written material in the language is due to our limited vocabulary. As a result, vocabulary acquisition is vital for learning English (Kusumayanthi & Rusmiyati, 2021).

Due to the structure, pronunciation, and vocabulary differences between Indonesian and English, Indonesian students typically struggle to learn English, especially in vocabulary (Katemba et al., 2022). Teaching vocabulary to students can be pretty tricky. Nonetheless, educators should be aware that when they follow traditional teaching methods, students tend to disregard them (Mansur & Fadhilawati, 2019). Elvyra & Pratiwi (2023) suggested to avoid giving them the impression that you are forcing them to learn vocabulary, as in memorizing vocabulary. The learning process should be enjoyable and free from any pressure.

In the past few decades, textbooks and blackboards have been utilized in classrooms. Syahputri & Solo, (2022) explained that in school, educators typically provide new vocabulary by utilizing visual resources featuring pictures or drawings, reading written text, or listening to audio recordings. They then proceed to actively engage students in exercises that facilitate the practical application of the vocabulary

in everyday conversations. However, in today's world, digital technologies are used in educational activities (Elvyra & Pratiwi, 2023). It is hard to separate this generation from their daily use of digital platforms, particularly gaming.

The incorporation of smartphones in language instruction holds several implications for students, as it fosters heightened enthusiasm and interest among them in utilizing mobile devices to stay abreast of their everyday activities (Kusumayanthi & Rusmiyati, 2021). Students may further develop their experience of education via using their mobile devices to access a wide range of information and platforms outside the classroom. This includes educational games, specifically created to complement their learning (Mahbubah & Anam, 2022). Game-based learning is gaining popularity in education due to its engaging and enjoyable nature, making it an effective method for teaching English. Using game-based learning can increase students' participation in class (Aprilia et al., 2023). Game-based learning offers engaging class activities. Furthermore, using technology like smartphones creates a different atmosphere for the students. It creates an enjoyable environment and increases their motivation to learn.

In accordance with the observations at a private Islamic junior high school in Sidoarjo done by the researcher, learners often lack vocabulary when learning English. There are some points that the researcher highlights as core effects of lack of vocabulary; they are difficulty in understanding instructions, limited comprehension, limited participation in class activities, communication barriers, and barriers to writing. Difficulty understanding instructions is shown when the learners are asked to do the task on specific pages of their English books. They still did not understand the task (written instruction) or the teacher's instructions (verbal instruction), so the teacher needed to translate them into Bahasa and repeat the instructions many times.

Moreover, limited comprehension showed when they struggled to comprehend the reading materials in their books, making it hard to understand what they learned. They struggled to understand unfamiliar terms. Although some students brought their dictionary, they did not know how to use it. Some students chose to ask the teacher for the answer without any attempt to find the answer in the reading, paragraph, texts, etc. As for limited participation in class activities, the lack of willingness to raise their hands when the teacher asked for volunteers in class activities validated this factor. The students were unable to articulate the response in English, and only some students raised their hands to answer the questions. Other than that, they refrained from speaking with classmates and teachers verbally in English and used Bahasa instead.

Additionally, learners had difficulty in writing. Indeed, insufficient vocabulary made it hard for them to express their ideas in speaking and writing. According to the researcher's observation, vocabulary deficiency is the mandatory factor that leads to students' incapability to learn English skills. Besides, the teacher used textbooks most of the time, which is tedious and monotonous for 7th-grade learners. The teacher tried

to connect technology with teaching using PowerPoint, but it did not seem attractive enough to capture students' attention. The learners wandered around, ignoring the teacher, indicating that the teacher needed a suitable way of teaching that provided both fun and proper vocabulary knowledge.

Nevertheless, only a small number of instructional games have been incorporated into the curriculum. Many educational tools have been created by teachers with little financial resources and technical expertise, and frequently fail to engage pupils (Katemba et al., 2022). Thus, the researcher wants to overcome those problems mentioned above by using one of the technologies called Kahoot!, one of the online applications that provides effective game-based learning is Kahoot! The Kahoot! game is appropriate for use as classroom material. Kahoot! is the finest option for teaching, entertaining, and engaging all pupils (Pratiwi et al., 2020). One of the benefits of Kahoot! is that it is easily accessible to students on various devices including computers, smartphones, and tablets. The instructor may impose a time limit on student responses to assessments or questionnaires, emphasizing the need for accurate and punctual answers (Mansur & Fadhilawati, 2019). Kahoot! can make quizzes, discussions, and surveys. Teachers can utilize Kahoot! to create fun game-based quizzes because of the gamification in Kahoot! provides quiz modes with fun animation (Cahyaningtyas & Chakim, 2023).

Previous research (Elvyra & Pratiwi, 2023) showed that Kahoot! implementation is significantly improving English learning. Research Aprilia et al. (2023) reported that Kahoot! makes the learners' reading comprehension improve. A study conducted by Amalia et al. (2022) concluded that the learners who use Kahoot! in learning to write descriptive, recount, procedure, and announcement text perform better than those who do not use Kahoot! Research by Pratiwi et al. (2020) shown that learners can overcome their issues in simple present tense. The picture in every question, time limit, music, and the questioning generate positive results, boost students' involvement, and help them memorize simple present tense rules.

Preliminary research Syahputri and Solo (2022) reported that Kahoot! is a practical application with significant differences in English vocabulary learning. The research Katemba et al. (2022) concluded that there is vocabulary enhancement in the usage of Kahoot for learning vocabulary with significant differences. Previous research conducted by Quiroz et al. (2021) reported that Kahoot significantly improves students' vocabulary knowledge. As indicated Ahmed et al. (2022), a difference in vocabulary proficiency was seen, and the experimental group outdid by employing Kahoot! According to the result of research Mansur and Fadhilawati, (2019), Kahoot! raised pupils' English vocabulary scores, especially in the "introducing yourself" topic.

According to Mahbubah and Anam's (2022) findings, Kahoot! covered cognitive, emotional, and behavioral engagement in learners, meaning that Kahoot! increase

students' motivation and involvement in the class. Preliminary research conducted by Cahyaningtyas and Chakim, (2023) showed that learners have positive responses as in general perceptions and enthusiasm. Both genders have no difference in their perceptions of Kahoot! Based on the research. A study conducted by Kusumayanthi and Rusmiyati (2021) reported that Kahoot! increase students' engagement in learning vocabulary by playing Kahoot!

According to the previous research above, Kahoot! resulted in positive outcomes in teaching. Prior studies have encompassed various types of texts or materials employing Kahoot! However, little information is available on using Kahoot! for vocabulary teaching about directions material. Furthermore, direction material is incorporated into the curriculum and aligns with the school's semester program plan. Hence, the current study intends to assess the effectiveness of Kahoot! for teaching vocabulary about "directions" material to 7th-graders in Junior High School.

METHODOLOGY

Research Design

A quantitative methodology, in the current study, was employed by the researcher as well as the design of a quasi-experimental. The reason behind the selection of a quasi-experimental design was that the researcher could not fully control or randomly assign the participants to the treatment group. Although complete control was not achieved, quasi-experimental designs were valuable because they enabled researchers to draw valid conclusions. A pair of classes (one served as the experimental group and another served as the control group) were utilized in this quasi-experimental design by the researcher. After that, the researcher compared the scores between two different groups.

Subject and Setting of the Study

Two classes of seventh grade (VII-D and VII-E) at a private Islamic school in Sidoarjo were selected. Each class consisted of 30 students. The researcher then assigned one class to the experimental group, conversely, one to the control group. This research occurred at one of the private Islamic schools in Sidoarjo. The researcher got permission from the school to conduct this present study here. The time of this study was about four days (two days/two meetings for each group). Each day consisted of 5 SKS with a total 10 SKS for each group. In detail, 8 SKS for the teaching session and 2 SKS for the pre-test and the post-test. This timeline was created considering the "Pondok Ramadhan" weeks for 7th-graders and a discussion alongside the English teacher and the homeroom teachers.

The students were permitted to bring cell phones to this school. With the teacher's approval, students were allowed to use their phones in class. Since Kahoot! is an online platform, this study was supported by the school's strong Wi-Fi connection. This school has won numerous English-language contests at the national and

international levels. Additionally, this school had an English Club because it valued the growth of its students' English. This school offered workshops for teachers to create lesson plans and creative learning media.

Research Instrument

The researcher decided to use a pre-test and post-test (vocabulary tests) for the instruments. The items were comprised of multiple-choice questions, each of which was accompanied by four options. The items for the pre-test and the post-test were different but had equal levels.

Data Collecting Method

The researcher engaged with the students over a span of four days. Each group had two meetings. Subsequently, the researcher administered a pre-test, to both the experimental and the control group. Prior to the treatment, their ability was assessed using the Kahoot! program. Following that, the researcher employed Kahoot! as a tool for the experimental group. The control group utilized the textbook "English for Nusantara". Next, both groups engaged in the post-test. The intent was to assess Kahoot!'s effectiveness in the teaching of vocabulary. Next, the researcher used SPSS version 26 to examine the data and determine whether the experimental group exhibited superior vocabulary knowledge compared to the group not instructed using Kahoot!

In teaching vocabulary using Kahoot!, the researcher utilized Kahoot! for all of the activities in class. In this study, Kahoot! replaced PowerPoint to explain the materials by using the slide feature on Kahoot! The students reacted to the slide on Kahoot! using the emoji shown on their phones and participating in Kahoot!'s digital game-based quizzes. Kahoot! is able to do a combination of both digital quizzes and PowerPoint in one link. The researcher hosted a live Kahoot! meaning that all students learned at the same learning pace as the teaching process progressed.

The treatment details for the experimental group:
1. First meeting
    a) The researcher gave guidance about Kahoot! such as how to register and join Kahoot! via mobile phones.
    b) Then, the students had a brainstorming session about directions material in the form of verbal questions and pictures attached using the slide feature on Kahoot!
    c) The students explained the way to go to certain places based on the pictures attached on Kahoot! slide
    d) The students were given a true and false quiz by using Kahoot! about directions (beside, behind, between, in front of, across).
    e) The students and the researcher discussed the answer.

f)   The researcher played the first video attached on Kahoot! slide about how to ask for directions. The students took notes.

g)   The researcher played the second video attached on Kahoot! slide about directions to certain places using the slide feature on Kahoot!

h)   The students were given multiple-choice questions using Kahoot! quiz about the previous video

i)   The students discussed the answer with the researcher.

2. Second meeting

a)   Given a dialogue about asking and giving directions attached on Kahoot! slide, the students filled in the dialogue using Kahoot! quiz

b)   The students were given a map attached to Kahoot! slide and analyzed which information was true or false according to the map using Kahoot! quiz

c)   The students discussed the answer with the researcher.

d)   The students were given examples of maps attached on Kahoot! slide feature and voluntarily asked to show directions to certain places based on the maps shown on Kahoot! slide

e)   The students role-played how to ask and give directions using the maps shown on Kahoot!

f)   The students were given feedback from the researcher.

Data Analysis Technique

Pallant, (2020) elucidated that an independent sample t-test is employed when contrasting the scores of two distinct groups of subjects, gathering information on a single occasion but from two distinct groups. The researcher compared the post-test scores of the two groups utilizing an independent sample t-test. The objective of the testing is to ascertain whether a statistically significant difference is present between the scores of both groups. The researcher analyzed the data using the SPSS version 26. The researcher then calculated the effect size as formulated below:

Eta Squared$= \dfrac{t^2}{t^2+(N1+N2-2)}$

The criteria:
.01= low
.06= moderate
.14= large

FINDINGS AND DISCUSSION

The present research showed that Kahoot! demonstrated its effectiveness in vocabulary instruction. The experimental group instructed via the educational platform Kahoot! accomplished better than the control group, instructed via PowerPoint and textbook. A significant difference appeared in the outcomes of the experimental and the control group. This study pointed out that Kahoot! significantly affects teaching vocabulary.

Prior to conducting the pre-test and post-test assessments for both groups, the researcher handed the tests to a try-out group. The try-out group consisted of twenty students. Since the pre-test and post-test items varied despite being at equivalent levels, the tests were extended to two days. The researcher then assessed the validity using Pearson Product Moment.

Table 1. Content Validity of Pre-test

Item	Pearson Correlation	Sig. (2-tailed)	N	Validity
Q1	.484*	.031	20	Valid
Q2	.499*	.025	20	Valid
Q3	.472*	.036	20	Valid
Q4	.497*	.026	20	Valid
Q5	.569**	.009	20	Valid
Q6	.562**	.010	20	Valid
Q7	.640**	.002	20	Valid
Q8	.503*	.024	20	Valid
Q9	.501*	.024	20	Valid
Q10	.686**	.001	20	Valid
Q11	.562**	.010	20	Valid
Q12	.519*	.019	20	Valid
Q13	.612**	.004	20	Valid
Q14	.446*	.049	20	Valid
Q15	.482*	.032	20	Valid
Q16	.461*	.041	20	Valid
Q17	.513*	.021	20	Valid
Q18	.457*	.043	20	Valid
Q19	.501*	.024	20	Valid
Q20	.500*	.025	20	Valid

Table 2. Content Validity of Post-test

Item	Pearson Correlation	Sig. (2-tailed)	N	Validity
Q1	.483*	.031	20	Valid
Q2	.699**	.001	20	Valid
Q3	.454*	.044	20	Valid
Q4	.479*	.033	20	Valid
Q5	.595**	.006	20	Valid
Q6	.751**	.000	20	Valid
Q7	.538*	.014	20	Valid
Q8	.581**	.007	20	Valid
Q9	.516*	.020	20	Valid
Q10	.479*	.033	20	Valid
Q11	.595**	.006	20	Valid
Q12	.581**	.007	20	Valid
Q13	.524*	.018	20	Valid

Q14	.553*	.012	20	Valid
Q15	.450*	.047	20	Valid
Q16	.450*	.047	20	Valid
Q17	.549*	.012	20	Valid
Q18	.450*	.047	20	Valid
Q19	.450*	.047	20	Valid
Q20	.500*	.025	20	Valid

Table 1 and Table 2 displayed that the Pearson correlations were more significant than .444 within N = 20, and the Sig. (2-tailed) of all items was less than 0.05. This means that both tests were valid as instruments, and the researcher could proceed to quantify the reliability.

Employing Cronbach's Alpha, the researcher estimated the reliability of the tests in the IBM Statistics 26 program.

Table 3. Reliability of Pre-test

Reliability Statistics	
Cronbach's Alpha	**N of items**
.860	20

Table 4. Reliability of Post-test

Reliability Statistics	
Cronbach's Alpha	**N of items**
.866	20

According to Tables 3 and 4, the pre-test's reliability was 860, and the post-tests was 866. Both scores were more remarkable than .06, indicating that the pre-test and post-test were reliable. Considering the results, each of the tests exhibited validity and reliability as research instruments, enabling their application to the experimental and the control group.

Then, the assessment of the normality of the tests. The intention, as stated by Mishra et al., (2019), is to figure out if the data matches a normal distribution.

Table 5. Tests of Normality

Tests of Normality			
Class	**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**
Pre-test Experimental Group	.954	30	.219
Pre-test Control	.967	30	.462

Group			
Post-test Experimental Group	.967	30	.462
Post-test Control Group	.949	30	.155
a. Lilliefors Significance Correction			

The value of significance, as displayed in Table 5, for the experimental group's pre-test was .219 while .462 for the control group. As for the post-test, the experimental group valued by .462, and the control group valued by .155. The pre-test and post-test followed a normal distribution, as indicated by the significance value exceeding 0.05.

The researcher then operated Levene's test to ascertain the homogeneity of variances.

Table 6. Test of Homogeneity of Variances of Pre-test

	Test of Homogeneity of Variances			
		Levene Statistic	**df1**	**df2**	**Sig.**
Pre-test	**Based on Mean**	.890	1	58	.349
	Based on Median	.985	1	58	.325
	Based on Median and with adjusted df	.985	1	57,762	.325
	Based on trimmed mean	.909	1	58	.344

Table 7. Test of Homogeneity of Variances of Post-test

	Test of Homogeneity of Variances			
		Levene Statistic	**df1**	**df2**	**Sig.**
Post-test	**Based on Mean**	.718	1	58	.400
	Based on Median	.797	1	58	.376
	Based on Median and with	.797	1	57,541	.376

adjusted df				
Based on trimmed mean	.738	1	58	.394

Centered in Table 6, the significance of homogeneity of variances of the pre-test was .389, and the significance for the post-test in Table 7 was .400. The value exceeded the significance threshold of 0.05, indicating that the variances of them were equivalent.

Next is the execution of an independent sample t-test to figure out if the each of group's results differed significantly in statistical terms.

Table 8. Group Statistic

Group Statistics				
	Class	**N**	**Mean**	**Std.Deviation**
Post-test	7E (Experimental Group)	30	76.5	9.01627
	7D (Control Group)	30	55.5	10.53320

Table 9. Independent Sample Test

Equal variances assumed	**t**	**df**	**Sig. (2-tailed)**
	8.296	58	.000

Following the findings of a t-test on independent samples, the experimental group (M=76.5, SD=9.01) scored higher than the control group (M=55.5, SD=10.5), conditions; t(58)= 8.296, p= .000. It was shown that the p-value was < 0.05 meaning the existence of a statistically significant difference in the score of the group who was instructed through Kahoot! and the group without.

After that, the researcher calculated the effect size to see whether it had a low, moderate, or large effect. The researcher uses eta squared as follows:

Eta Squared= $\dfrac{t^2}{t^2+(N1+N2-2)}$

Eta Squared= $\dfrac{(8,296)^2}{(8,296)^2 + (30+30-2)}$

Eta Squared= $\dfrac{68,823616}{68,823616 + 58}$

Eta Squared= $\dfrac{68,823616}{126,823616}$

Eta Squared= 0,542671926

As indicated in the measurement using the above formula, the effect size was 0.5. This means that Kahoot! has a large effect in teaching vocabulary. The effectiveness of Kahoot! in this study is supported by the experimental group (7E's class) mean score, 76.5, which is more advanced compared to the control group (7D's class) that is 55.5. Moreover, the scores between the two groups are significantly different, proved by p= .000. The effect size also showed that Kahoot! makes a large effect in teaching vocabulary with 0.5.

Besides, there were some notes in Kahoot!-based teaching conducted by the researcher. The first point was the preparation of Kahoot! The researcher used the free features on Kahoot! for the slide layout and the question format (multiple choice and true false). The limitation was that Kahoot! question and slide words cannot be longer than 120 words. Therefore, the researcher divided a whole dialogue integrated with target words into several questions or slides. The display of Kahoot! slides are smaller than the regular PowerPoint if displayed using an LCD projector. In aiding this, the researcher let the students join the Kahoot! slides so they had a close look using their phones.

The next was about a technical issue: the number of available student devices. Even though the school did not ban mobile phones for educational purposes, some pupils' parents forbade them from bringing their phones., and a student got punished, so his phone was confiscated. Moreover, some students did not remember their email passwords, which became a problem during the tests. The researcher helped by borrowing mobile phones to them from available devices owned by other students from different classes.

The current research's discoveries indicate that the instructional group utilized Kahoot! and the group that received instruction via textbook and PowerPoint exhibit a statistically significant distinction proven by the p-value= .000. Additionally, the higher mean score is achieved by the experimental group with 76.5, while 55.5 for the control group, implying 21-point gap between the two. The score for the effect size of teaching vocabulary using Kahoot in directions material is 0.5, which is considered a large effect.

Since all students take pleasure in games, it would be inappropriate to concentrate exclusively on academic tasks without engaging in recreation. Games are often employed as icebreakers in the classroom, without serving any educational purpose. Incorporating activities into teaching vocabulary would increase its effectiveness. Using the game-based quiz feature on Kahoot! in teaching resulted in more outstanding outcomes than teaching without game integration. The positive outcome of the aforementioned findings corresponds with prior research by Katemba et al., (2022); Quiroz et al., (2021); Syahputri & Solo, (2022) that reported Kahoot! employment enhances and improves pupils' vocabulary. It supports the outcome of

this study because students were taught using Kahoot! outperformed the students who were not.

Regarding the application of Kahoot! in teaching, Ahmed et al., (2022) employed Kahoot! as a teaching tool to introduce target words to students. The students were presented with the terms individually and then had to infer their meanings by selecting the appropriate options on Kahoot! Mansur & Fadhilawati, (2019) purely employed the game function on Kahoot! throughout the quiz period in the learning exercise. Syahputri & Solo, (2022) relied on the Kahoot! program during the post-test for the experimental group. In the present research, the researcher employed the quiz and slide functionalities of Kahoot! to elucidate the subject matter and provide practical tasks. Hence, the vocabulary taught in teaching activities is integrated into conversations and is not taught one by one.

CONCLUSION

Based on the data presented above, the students taught vocabulary using Kahoot! achieve better than the students who did not. Kahoot!'s group accomplished 76.5 while the group without Kahoot! accomplished 55.5. Utilizing Kahoot! for teaching vocabulary integrated in written and spoken text and not isolated or word by word has a greater impact than just using PowerPoint and textbooks. The vocabulary was integrated into written and spoken materials attached on Kahoot!, showing its difference with previous research with teaching vocabulary in isolation or word by word without text. Kahoot was applied for teaching vocabulary integratedly through brainstorming activities, providing written and spoken materials, providing videos or images related to the materials, explaining the materials, and giving quizzes. Teaching using the slide feature on Kahoot! and the game-based quiz feature on Kahoot! generated positive outcomes for teaching vocabulary in directions material. Hence, the effectiveness of Kahoot! in teaching vocabulary can be deduced.

However, this study also has limitations, as it focuses on using Kahoot! in teaching vocabulary in directions material. The vocabularies included are verbs and prepositions specifically about directions. Therefore, this study recommends other researchers do more research on teaching vocabulary using Kahoot! on different topics. Further, it is pertinent to note that the topic or material can be seamlessly incorporated within the word limit on Kahoot! and its free features, unless future researchers decide to purchase the premium version in its entirety, including the quiz and slide features. Also, the researcher advises ensuring the availability of devices and Gmail accounts for the pupils.

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