

## The Effectiveness of Kahoot! as Media Towards Students' Vocabulary Mastery of Seventh-Grade Students at SMP N 2 Susut

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### ABSTRACT

*This study aims to determine the effectiveness of Kahoot! as media on students' vocabulary mastery. This research used a quasi-experimental design with two groups, namely the experimental group and the control group. The population of this study was the students of seventh-grade SMP N 2 Susut in the academic year 2025/2026. The sample consisted of class VII-D as the experimental group and class VII-E as the control group, with 30 students in each group. The experimental group was using Kahoot! as media, while the control group was using conventional media. The research instrument to determine the effectiveness of the treatment was given a Pre-test and a Post-test. The result of this study was analyzed using an Ancova. The ANCOVA result showed that the treatment had significant effectiveness on students' post-test scores after controlling for pre-test scores  $F(1,57) = 53.427$  with  $p = 0.001$ . It indicated that there was a significant difference between the students who were taught by using Kahoot! and those who were taught by using conventional media. The effect size also showed a strong effect with partial eta squared value of 0.484. Which means that students who learn using Kahoot! as media increase students' vocabulary mastery.*

**Keywords:** Kahoot! as media, Vocabulary Mastery, Game-based learning

### How to Cite:

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## INTRODUCTION

Vocabulary is a central part of language and plays an important role in learning English. Vocabulary refers to the collection of words that a person knows or uses in a particular language. According to Salawazo et al., (2020) vocabulary and language have a complementary relationship; knowledge of vocabulary supports language use, and using the language helps increase vocabulary knowledge. Vocabulary knowledge is not just about citing a word, but also requires understanding its meaning in a specific context and is considered an important tool for second language learners. The vocabulary that students need to master can be divided into several categories based on its function. Basic vocabulary such as common nouns, verbs, adjectives, and adverbs. These words are used in simple sentences and to express everyday ideas. Students also need to master functional vocabulary, including words and expressions used in specific situations such as agreeing, requesting, and refusing, which help them in both formal and informal situations. By understanding vocabulary well, students are able to write a concept, know the meaning of the vocabulary they are listening to, and read the information clearly (Vnucko & Klimova, 2023). Strong command of vocabulary is a key factor in students becoming proficient in these four English skills. According to Pradini & Adnyayanti, (2022) many students in Indonesia, especially in junior high school, have a limited English vocabulary and still struggle to remember new words. Mastering English vocabulary often presents several challenges. Challenges in the process of mastering vocabulary include difficulties in memorizing and retaining the vocabulary that has been learned (Adieli et al., 2025). In line with this, Arochman et al (2023), explains that such difficulty is not only in remembering words, but also in spelling, meaning, and their use in context. These difficulties become even more apparent when students are faced with a large and varied vocabulary, while their ability to process and retain new information is limited. The study from Laura et al, (2024), stated that another challenge for students in mastering vocabulary is due to repetitive phrases and words that have multiple grammatical forms. Because of this problem, interactive media is needed in teaching vocabulary (Gibran & Fadly, 2024). The strategies that can help students master vocabulary are the use of technology-based learning media. Technology, such as digital applications and interactive platforms, can support students in learning, remembering, and using new words.

The current era of the industrial revolution 4.0 shows rapid technological progress. 21<sup>st</sup>-century skills also require the ability use information and communication technology. According to Lingu et al., (2021), argue that in this era, technology has an impact on all aspects of life. Especially in education, technology has become one of the most powerful tools in learning. There are many models of English learning applications can be downloaded on smartphones, on laptops, or both (Anastania et al., 2024). According to Raja & Nagasubramani (2018), Technology allows students to access a variety of learning materials, including text, audio, and video. As an interactive media technology is used by teachers in instruction, Schools require teachers to use technology fluently, especially in the classroom. Still, it should be selected as the best tool for students to learn. Language teaching and learning provide great opportunities for both students and teachers to learn new things. The variety of interactive technologies contributes to the adoption of games to support learning. The application of technology in English is the use of Kahoot! The study from Chandra & Yuhelman (2023), Kahoot! Is a student response system that involves students through quizzes, discussions, and surveys, including pre-planned or random fame-based activities. The study from Pahamzah et al (2022), argue that can access them through any device with a browser, such as a handphone or a laptop but students do not to register for a Kahoot! account to take a quiz. Students teachers must have

an account to create quizzes, survey and discussions. For creating quiz question, there are several features available. Teachers can add videos, music, URL, images to make quizzes more enjoyable (Board et al., 2015). According to Daryanes & Ririen (2020), another feature the teacher can adjust is that they can set how much time students are given to answer each question and determine score for each question. The advantages of the Kahoot application. (1) it presents answer choices with a colorful design. (2) Each question has a time limit that is set by the teacher. (3) Kahoot! Immediately display the ranking of the students who answer the fastest and almost accurately. (4) it provides answer analysis, allowing teachers to easily evaluate students' responses. Because of these features Kahoot! can be used as media for vocabulary mastery.

In-technology-based learning, Kahoot! is used as a media quiz for vocabulary mastery. Learning media serve as an instrument that can support the learning process. Kahoot, as a learning media, focuses on learning strategies that involve student participation. According to Said et al (2018) in the process of mastering vocabulary, the procedure for using it begins with the teacher preparing a quiz question. The question can be multiple-choice, jumbled words, or essay type, and the teacher sets a time limit after creating the quiz. After the quiz is ready, the teacher distributes access codes (game pin) so that students can join the quiz. Besides that Chandra & Yuhelman (2023) explain that during the quiz. Students must answer correctly and quickly. Accuracy and competition help students stay active and train their thinking skills and ability compete with their classmates. Teachers can monitor students' answers in real time, making the assessment process clearer and more directly seen by students. According to Lestari & Nugraheni (2022), Many interesting features and feedback features in Kahoot! allow students to identify mistakes and correct them, which helps make vocabulary easier to remember. Many prior studies have examined the effectiveness of Kahoot for vocabulary mastery. The first research, entitled "The Effect of Kahoot as a Learning Media on Students' Vocabulary Mastery," was conducted by (Aisyah & Salmiah, 2024). This study aims to investigate the impact of using Kahoot as a learning tool on students' vocabulary mastery. The study's results demonstrate that using Kahoot has a significant impact on students' vocabulary mastery. The second research, entitled "The effectiveness of Kahoot game in improving students' vocabulary mastery", was conducted by (Zulfirah 2023). This study aims to find out if the use of the Kahoot game can improve students' vocabulary mastery at SMA N 8 Palu. The result of this study indicates that Kahoot helps students to participate and increase interaction in the classroom for both students and teachers.

This study aims to investigate the effectiveness of using Kahoot! as a vocabulary learning media. Specifically, this study examines students' vocabulary scores before and after the implementation of Kahoot! as a learning media and to evaluate the overall impact of using Kahoot on students' vocabulary mastery. Previous studies have investigated the use of Kahoot! in learning English vocabulary mastery, however, they used different learning approaches. In this study, the Game-based Learning method is used, while previous studies used the CAR, PBI and PJBL. In addition, previous studies mostly used narrative texts as the material for vocabulary learning. In contrast, this study uses descriptive text as the learning material. In terms of research design, previous studies used a pre-experimental design, while this study uses a quasi-experimental design involving an experimental group and a control group. After conducting observation at SMP N 2 Susut, it was found that vocabulary learning is still often carried out using conventional media, such as dictionaries and pictures. Although these media help in delivering the material, they are considered less effective in increasing students' vocabulary. Some students appear less active

during the learning process, and have difficulty understanding and remembering new vocabulary. In addition, the learning process is still teacher-centered, which gives students limited opportunities to be actively involved in learning activities. This condition shows that more interactive and interesting media are needed so that students are more motivated to learn and increase their vocabulary mastery. To overcome this problem. The use of technology-based learning media can be one of the solutions. One of the interactive learning media that can be used is Kahoot, which is a game-based learning platform.

Based on these conditions, this study aims to examine the effectiveness of Kahoot as an interactive learning media control group was use conventional media. A quasi-experimental design was implemented at SMP N 2 Susut. Students were divided into two groups, namely the experimental group and the control group. The experimental group used Kahoot as a learning media and the control group using conventional media. It followed the learning objectives in the second semester. This study was expected to provide new insight into the effectiveness of interactive learning media in increasing students' vocabulary mastery, especially of seventh-grade students. Considering the importance of interactive learning media, the researcher chose the title "The Effectiveness of Kahoot! as media toward Students' Vocabulary Mastery of Seventh-Grade Students at SMP N 2 Susut."

## METHODS OF RESEARCH

This research employed a quantitative approach with a quasi-experimental design to determine the effect of Kahoot! on the vocabulary mastery of seventh-grade students at SMP Negeri 2 Susut. The population of this study consisted of all seventh-grade students at SMP Negeri 2 Susut in the academic year 2025/2026. Cluster random sampling was used to select the samples from the existing classes through a lottery system. The samples consisted of class VII D as the experimental group and class VII E as the control group, with 30 students in each class, making a total of 60 participants. To collect the data, this research used a vocabulary test consisting of 25 multiple-choice questions administered as both the pre-test and post-test. The test items were developed based on the vocabulary materials taught during the learning process and were validated before being administered to the participants. The data collection procedure consisted of three stages: pre-test, treatment, and post-test. First, a pre-test was administered to both groups to examine students' initial vocabulary mastery. Second, the treatment was given to the experimental group through the use of Kahoot! for three meetings. During each meeting, students participated in interactive vocabulary activities and quizzes using Kahoot!. Meanwhile, the control group was taught using conventional media, namely dictionaries and pictures, over the same number of meetings. Third, a post-test was administered to both groups to examine students' vocabulary mastery after the treatment. The data analysis techniques in this research included descriptive statistical analysis and inferential statistical analysis. Descriptive statistics were used to calculate the mean, standard deviation, minimum score, and maximum score of the pre-test and post-test results. Before conducting the main analysis, the assumptions of normality and homogeneity of variance were examined using the Shapiro-Wilk test and Levene's test, respectively. An Independent Samples t-test was then performed on the pre-test scores to determine whether there was a significant difference in the initial vocabulary mastery between the experimental and control groups. To test the research hypothesis, Analysis of Covariance (ANCOVA) was employed, with the post-test scores as the dependent variable, the learning media (Kahoot! and conventional media) as the

independent variable, and the pre-test scores as the covariate. Before conducting ANCOVA, the assumptions of linearity and homogeneity of regression slopes were tested to ensure the appropriateness of the analysis. ANCOVA was used to determine whether there was a significant effect of Kahoot! on students' vocabulary mastery after controlling for differences in their initial vocabulary mastery.

## RESULT AND DISCUSSION

### Result

#### A. Initial students' vocabulary mastery

##### 1. Descriptive Statistical Analysis

The answer to the research question "Is there any effectiveness of Kahoot! as media on students vocabulary mastery of seventh-grade students at SMP N 2 Susut? The researcher conducted a study of 5 sessions as part of the data collection procedure. Before the treatment, the experimental group and the control group were given a pre-test to measure their vocabulary mastery before using Kahoot! as media and conventional media. The detailed scores can be seen in the table below

Test	N	Min	Max	M	SD	V
<b>Pre-test Experimental</b>	30	40	60	50.00	6.192	38.345
<b>Pre-test Control</b>	30	40	60	49.47	5.704	32.533

Based on Table for the pre-test, the minimum score of the experimental group was **40**, and the control group was also **40**. The maximum pre-test of the experimental group was **60**, and the control group was **60**. The mean score from the experimental group was **50.00** higher than the control group, which was **49.47**, and for the standard deviation, there were different values, with **6.192** for the experimental group and **5.704** for the control group.

##### 2. Inferential Statistical Analysis

#### A. Test of Assumption

##### 1. Normality test

In this study, Shapiro-wilk normality test was conducted this was because the sample size less than 100.

Test of Normality				
Result	Group	Shapiro-Wilk		
		Statistic	df	Sig.
	Pre-Test Experiment	.932	30	.057
	Pre-Test Control	.942	30	.101

Based on the Shapiro-Wilk table, the pre-test significance value for the experimental group is **0.057**, while the control group is **0.101**. Since both values are greater than **0,05**, this indicates that the pre-test data are normally distributed.

2. Homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
<b>Score</b>	Based on Mean	.293	1	58	.590
	Based on Median	.373	1	58	.541
	Based on Median and with adjusted df	.378	1	57.611	.541
	Based on the trimmed mean	.298	1	58	.587

Based on the table above, the statistical result of the homogeneity test in the pre-test of the experimental group and the control group was **F (1,58) = .293**, the significant value was **.590**. It means the data is homogeneous because the value is higher than **0,05**.

After conducted homogeneity test, the researcher conducted the hypothesis based on the pre-test.

**B. Hypothesis Testing**

Independent Sample T-Test										
		Levene's Test for Equality of Variances		t-test for Equality Means						
<b>Score</b>		F	Sig.	T	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
<b>Score</b>	Equal variances assumed	.293	.590	.347	58	.730	.533	1.537	-2.543	3.610
	Equal variances not assumed			.347	57.613	.730	.533	1.537	-2.544	3.611

Based on the table above, showed that the significance value was **t (58) = 0.347**, p-value = **0.730**, which is higher than **0.050 (0.730>0.050)**. Thus, the independent sample t-test result can be considered that there is no significant difference after the pre-test done between the experimental group and the control group.

## B. Students' vocabulary after the treatment (post-test)

### 1. Descriptive Statistical Analysis

The post-test was conducted for both the experimental group and the control group to examine the students' vocabulary mastery after the treatment of Kahoot! as media in the experimental group and conventional media in the control group.

Test	N	Min	Max	M	SD	V
Experimental	30	72	96	84.27	7.041	49.582
Control	30	60	84	71.60	6.916	47.834

Based on the table, the mean score from the experimental group was **84.27**, while the control group was **71.60**. That shows that students who learn vocabulary through Kahoot! as media achieved better results.

### A. Test of Assumption

#### 1. Normality test

Result	Group	Shapiro-Wilk		
		Statistic	df	Sig.
	Post-Test Experiment	.940	30	.093
	PostTest Control	.945	30	.126

Based on the Shapiro-Wilk table, the post-tets significance value for the experimental group is **0.093**, while the control group is **0.126**. Since both values are greater than 0,05, this indicates that the post-test data are normally distributed.

#### 2. Homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.147	1	58	.703
	Based on Median	.154	1	58	.696
	Based on Median and with adjusted df	.154	1	57.454	.696
	Based on the trimmed mean	.146	1	58	.704

Based on the table above, the statistical result of the homogeneity test in the pre-test of the experimental group and the control group was **F (1,58) = .147**, the significant value was **.703**. It means the data is homogeneous because the value is higher than **0,05**. The result of the normality test showed that the data were normally distributed, while the homogeneity test indicated that the data were homogeneous.

Based on the finding, both assumptions were fulfilled. Therefore, parametric statistical could be applied since the assumption of normality and homogeneity had been met. The ANCOVA test was used to examine the statistical significance of the data and to determine the effectiveness of kahoot! As media on students' vocabulary mastery of seventh-grade students at SMP N 2 Susut.

## B. Hypothesis Testing

### Test of Between-Subjects Effects

Dependent Variable: Post-Test Score							
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	
<b>Corrected Model</b>	2757.838 <sup>a</sup>	2	1378.919	31.771	.000	.527	
<b>Intercept</b>	2698.440	1	2698.440	62.174	.000	.522	
<b>Pre-Test</b>	351.171	1	351.171	8.091	.006	.124	
<b>Treatment</b>	<b>2318.813</b>	<b>1</b>	<b>2318.813</b>	<b>53.427</b>	<b>.000</b>	<b>.484</b>	
<b>Error</b>	2473.896	57	43.402				
<b>Total</b>	369648.000	60					
<b>Corrected Total</b>	5231.733	59					

The ANCOVA result showed that the treatment had significant effectiveness on students' post-test scores after controlling for pre-test scores,  $F(1,57) = 53.427$  with  $p = 0.001$ . It indicated that there was a significant difference between the students who were taught by using Kahoot! and those who were taught by using conventional media. The effect size also showed a strong effect with partial eta squared value of **0.484**.

## Discussion

This study aims to find out whether there was a effectiveness of Kahoot on students' vocabulary mastery at SMP N 2 Susut. the research involved two group, namely the experimental group and the control group. the experimental was taught by using Kahoot! while the control group using conventional media. The data were analyzed by using descriptive statistics, normality test, homogeneity test, independent-sample t-test and ANCOVA. The result of descriptive statistics showed that the mean score of the experimental group in the pre-test was **50.00**, while the control group got **49.47**. The minimum score in both groups was **40** and the maximum score was **60**. These results showed that both groups had similar vocabulary mastery before the treatment was given. After the treatment was conducted, the post-test result showed increase in both groups. The experimental group got a higher mean score of **84.27**, while the control group got **71.60**. In the experimental group, the minimum score was **72** and the maximum score was **96**. while in the control group the minimum score was **60** and the maximum score was **84**. It showed that the students who were taught by using Kahoot! achieved better vocabulary mastery than the students who were taught by using conventional media.

The normality test using Shapiro-Wilk showed that all data were normally distributed. In the pre-test, the significance value of the experimental group was **0.057** and the control group was **0.101**. In the post-test, the significance value of the experimental group was **0.093** and the control group was **0.126**. Since all significance values were higher than **0.05**, the data were considered normal. The homogeneity test using Levene's test also showed that the data were homogeneous. In the pre-test, the result showed  $F(1,58) = 0.293$  with significance value **0.590**. Meanwhile, in the post-test, the result showed  $F(1,58) = 0.147$  with significance value **0.703**. Since the significance values were higher than **0.05**, the data were considered homogeneous. Furthermore, the result of independent sample t-test in the pre-test showed  $t(58) = 0.347$  with p-value = **0.730**. It indicated that there was no significant difference between the experimental group and the control group before the treatment. It meant that both groups had similar ability in vocabulary mastery at the beginning of the study.

After the treatment was conducted, the researcher administered the post-test and analyzed the data by using ANCOVA. The result of ANCOVA showed  $F(1,57) = 53.427$  with  $p = 0.001$ . It indicated that there was a significant difference between the students who were taught by using Kahoot! and those who were taught by using conventional media. The effect size also showed a strong effect with partial eta squared value of **0.484**. It meant that Kahoot! gave a strong contribution to students' vocabulary mastery. Indicating the null hypothesis is reject and accept the alternative hypothesis, where supporting the effect researched. The result of the study showed that the students who were taught by using Kahoot! achieved better vocabulary mastery than the students who were taught by using conventional teaching method. The experimental group improved from **50.00** in the pre-test to **84.27** in the post-test. Meanwhile, the control group improved from **49.47** in the pre-test to **71.60** in the post-test. Although both groups showed better result, the achievement of the experimental group was much higher. During this activity, the students participated, answering and following the learning process step by step. They answered the questions and received explanations from the researcher after the activities. This happened because the researcher used Kahoot! a more interesting learning experience through its game-based approach. This makes students more excited in the learning process. Second is the quiz features makes students answer the questions, so it encourages their participation during the game. According to Putra Darma (2022), Kahoot! provides real-time feedback that allows students to immediately know whether their answer are correct or incorrect. So that allows students to quickly identify their mistakes. Moreover, the music features create a more enjoyable and active learning experience, and during the quizzes can increase students' focus and help them answer the questions. In practice, to make sure students don't focus only on the game, the researcher stresses each question as it is asked, so that students not only answer quickly but also understand the meaning and proper use of words in context. After the quiz session, the researcher also provided explanations for both correct and incorrect answers. The effectiveness of Kahoot! on students' vocabulary mastery could be explained by several reasons. First, Kahoot! encouraged students to be more active during the learning process (Sibatuara, 2021). The students were not only listening to the teacher's explanation, but they also answered questions, identified word meanings, and selected the correct vocabulary based on the context. This activity helped students understand and remember vocabulary better. Second, Kahoot! provided immediate feedback (Zuleha et al., 2025). The students could directly know whether their answers were correct or incorrect. This helped them identify their mistakes and understand the correct meanings and usage of words. As a result, the students were able to learn vocabulary more effectively. Third, the game features in Kahoot!,

such as points, leaderboards, and time-limited quizzes, increased students' motivation and participation in learning activities (Daryanes & Ririen, 2020). The students became more interested and enthusiastic because the learning process was more enjoyable and challenging. As a result, they paid more attention to the lesson and were more actively involved in learning vocabulary. In contrast, the students in the control group learned vocabulary through problem-based learning using dicytonaries and pictures. These media helped students find word meaning and understand vocabulary related to the lesson. However, the learning process relied more on group discussions and dictionary use, which required more time for students to identify and understand unfamiliar words. Furthermore, dictionaries and pictures did not provide immediate feedback on students' answers.

Thus, the findings of this study support several previous studies showing that Kahoot! has a positive impact on learning. Similar results were found in a study by Zulfirah (2023) entitled "The Effect of Kahoot Game in Improving Students' Vocabulary Mastery". This study used a quasi-experimental design. The samples of this study were eleventh-grade students of SMA 8 Palu. Class IPA 2 consist of 27 students, was selected as the experimental group, while class IPS 3 consist of 25 students, was selected as the control group. The experimental group shows that the mean score of pre-tests show 39.44 and post-test score was 70.03. Meanwhile the control group showed a mean pre-test score of 34.6 and a post-test score of 61.2. This improvement indicates the development of students' basic skills after receiving treatment using Kahoot. Other studies also found similar results, entitled "The Effectiveness of using Kahoot! application on Students' Vocabulary Mastery". The result of this study was conducted at SMP N 6 Bekasi. The sample of this research consisted of seventh-grade students, where class 7E (20 students) and 7F (20 students) were assigned as the experimental group and control group. The post-test result from both classes showed that the score of the experimental class was 1900, while the control class was 1470. It can be concluded that the use of Kahoot! has an effect on students' vocabulary mastery (Syahputri, 2022). In line with these studies, these findings, entitled "The Effect of Kahoot! On Junior Secondary School Students' Vocabulary Mastery: An Experimental Study" (Rohimajaya & Munawaroh, 2023). show the samples of this research as eleventh-grade students of the eighth grade of MTs Al-Mu'min Cikeusik. The control group showed a pre-test score of 60.50 and a post-test score of 69.75. Meanwhile, the experimental group showed a pre-test score of 67.05 and a post-test score of 84.09. It shows that students who are studying using the Kahoot application indicate that the Kahoot application had an effect on students' vocabulary mastery.

However, the researcher still faces several limitations. First, this study focused only on the use of Kahoot! through the live quiz feature during classroom learning activities. Other Kahoot! Features such as self-paced learning, flashcards, study groups, and collaborative team mode were not applied in this research. Second, this study was conducted over a short period and involved only two classes of seventh-grade students at SMP N 2 Susut. Therefore, the findings of this study may not be relevant to other schools or a larger population. Third, this study only focused on vocabulary mastery and did not examine other language skills such as speaking, writing, listening, or reading. Therefore, future researchers are suggested to conduct studies over a longer period, involve participants from different schools or educational levels. So, the finding can provide an understanding of the effectiveness of the Kahoot! as a learning media. Besides those limitations, the researcher also faced several problems during the teaching and learning process. The use of Kahoot! which depends on an internet connection, so the interactive quiz activities were sometimes disrupted. In addition, students had difficulty logging into the Kahoot! application at the beginning of the

lesson, so the researcher had to guide the students directly. This condition made learning time longer than planned.

## CONCLUSION

This research was conducted to provide supporting evidence that vocabulary mastery is an important part of learning English. The study also found that both Kahoot! and conventional media helped increase students' vocabulary in classes 7D and 7E at SMP N 2 Susut. The finding showed that students who learn vocabulary through Kahoot! achieved better results than those in the control group.

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