

## **EFL STUDENTS' PERCEPTIONS ON USING KAHOOT AS A FORMATIVE ASSESSMENT TOOL IN VOCABULARY ACQUISITION**

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### **ABSTRACT**

Technology advancement has equipped vocabulary acquisition processes within an English learning environment with digital formative assessment tools, such as Kahoot. This research aims to reveal EFL students' perception in using Kahoot as a formative assessment tool for vocabulary learning. This research employs a qualitative method and the research instruments involve questionnaires and interviews distributed and conducted to the selected participants. A purposive sampling method is applied in this research to select the research participants. The research participants consist of EFL students who are enrolled in an English course and have played Kahoot more than five times. Thematic content analysis is utilized to analyze the collected data. The findings show that most students perceive Kahoot positively. Its game like features timers, scores, and leaderboards can help increase interest, motivation, and focus. Students reported better understanding and improved quiz results. However, a few students found it less effective due to personal learning preferences. Overall, Kahoot is seen as a fun and useful tool to support vocabulary learning and can be applied more widely in English language instruction.

Keywords: Digital Tools, Educational Technology, EFL Students, Language Acquisition

### **INTRODUCTION**

Technology has witnessed a rapid evolution in the 21st century, changing all facets of human existence, especially in education (Kalyani 2024; Haleem et al. 2022). The rapid advancement of technology has made it possible to test several potential approaches to teaching and learning languages (Pinna, Mena. 2019) It has been proven that the usage of technology may help people learn a new language (Zainuddin 2023). The significant function of technology in English language acquisition is highly developed, particularly in the domain of learning English as a foreign language (EFL) (Dashtestani 2015; Şad & Özer 2019). Due to its rapid advancement, technology has been able to provide almost every single aspect of English learning comprehension. With its variety of digital tools, technology has provided learners interactive media to learn so that they do not have to rely on the traditional teaching and learning methods anymore (Robin and Aziz 2022). One of the learning aspects in the use

of technology in the English learning process is vocabulary acquisition. Vocabulary acquisition refers to the process of learners being exposed to the meaning of new words.

In the realm of language learning, vocabulary acquisition plays a pivotal role (Zou, D., Huang, Y., & Xie 2019). Learning new words supports every learner to produce a good language sentence. Vocabulary instruction is one area where technology-assisted education has grown in popularity and effectiveness. The use of technology has advanced this learning aspect with its access to obtain more information. Furthermore, new vocabularies that can be found on the internet include words that are more unfamiliar compared to words that the students have known. It shows that the use of technology allows bigger exposure to new English vocabularies. Mastering a language begins with vocabulary is the key to communication (Çoban Sural and Yaşar Sağlık 2024). In this sense, learning vocabulary using mobile technology is one of the subjects that has attracted a lot of attention (Abu Al-majd and Belton 2024).

Mobile-Assisted Language Learning (MALL) applications, specifically designed to facilitate language learning on mobile devices, have emerged as promising tools in language education (A. Rahman et al. 2023). Using MALL can contribute to a solution in solving the constraint of time and place to join the teaching and learning activities (Fithriani et al. 2019). From that statement, it is believed that teachers have to be able to involve technology in the teaching and learning process. In the atmosphere of the digital era, teachers are required to know how to operate the technology (Pratolo and Solikhati 2020). With the use of technology, teachers can provide learning sources, assign tasks and examinations, and post the students' grades using internet media. Since students' success in learning can be seen through the assessment of their learning outcomes and it must be carried out gradually and as planned, however many teachers still use the conventional method or paper-based test, the more familiar method, in conducting the assessment (Fadilah et al. 2023).

Assessment refers to a standard faculty competency that functions to ensure quality in educational institutions (Aguayo-Hernández, Sánchez Guerrero, and Vázquez-Villegas 2024). Assessment can be used to gather information about student learning, performance, and development. It can support the process of the student's self-analysis and self-management skills (Aguayo-Hernández et al. 2024). Assessment also means a process to measure the achievement of learning goals at certain stages of the learning process based on particular criteria (Arustamyan 2020). It aims to determine if students are reaching the determined learning objectives that have been set for them. Assessment also plays a role to assist teachers to evaluate their students' strengths and weaknesses to motivate them (Werdiyanti 2021). Through assessment, teachers can gain deeper insights into where students excel and where they still struggle. (Yilmaz & Toker 2022) also highlights that assessment can improve the learning process by focusing on details. Through assessments, teachers will be able to provide corrective feedback to address the root cause that impacts wrong students' answers.

The integration of technology in education has transformed traditional assessment methods, and one such platform that exemplifies this shift is Kahoot. Kahoot is a game-based digital learning and assessment tool that enables users to design, share, and participate in interactive quizzes (Kahoot, 2025). It has been widely studied and recognized as an effective

platform for enhancing student engagement and motivation. According to ŞAD and ÖZER (2019), Kahoot functions as an interactive formative assessment tool that provides immediate feedback and enriches learning experiences. Moreover, studies have found that Kahoot significantly improves students' motivation, participation, and vocabulary retention (Muhd Al-Aarifin et al. 2019; Widyaningrum 2019; Sukumaran & Kuyare 2022). Many students preferring it over traditional assessments due to its interactive and gamified nature (Wahyuni and Etfita 2023; Rahmayana and Halim 2024). Kahoot has also been acknowledged for maintaining student engagement in remote learning environments and enhancing classroom dynamics overall (Toma et al. 2021; Heniki & Halim 2024).

Nevertheless, Kahoot incorporates game-based elements that increase engagement and positively impact learning outcomes. Compared to paper-based quizzes, its gamified format has been shown to elevate participation and academic performance (Iman et al. 2021). Furthermore, it contributes to a more collaborative classroom atmosphere (Minton and Bligh 2021). Features such as time-based scoring, instant feedback, and leaderboard rankings not only stimulate student motivation but also support formative assessment by encouraging learners to self-evaluate their understanding before undertaking summative evaluations (Iman et al. 2021; Minton & Bligh 2021). As postulated earlier, despite numerous prior research examining the application of Kahoot for formative assessment across various educational settings, however there is a scarcity of research specifically exploring its impact on enhancing English vocabulary proficiency.

Therefore this research endeavors to explore students' perceptions of using Kahoot as an assessment tool to enhance their English vocabulary acquisition in EFL. Henceforth this research seeks to provide insights into the potential of Kahoot as a digital tool for fostering vocabulary learning in the context of EFL. Therefore, the research question that arises in this study is What are EFL students' perceptions about using Kahoot as a formative assessment tool for vocabulary learning?

## **METHODS**

### ***Research Design***

This research adopts a qualitative methodology, as defined by (Creswell 2013), which is considered a robust approach for exploring and understanding the meaning that individuals or groups attribute to educational experiences. The essence of this study is phenomenological in nature, focusing on delving into the experiences of EFL students as they engage with Kahoot as an assessment tool to support their English vocabulary acquisition. Phenomenology, as articulated by (Maruna, S., & Butler 2005), is primarily concerned with “the description and comprehension of lived human experiences through observable types of direct mental activity and reflective analysis.” This methodological stance is highly valued for its effectiveness in probing students' learning experiences, as underscored by (Wimpenny, Peter & Gass 2000).

Therefore, the decision to employ this phenomenological approach was made to gain deeper insights into the subjective experiences of students in using Kahoot for vocabulary

learning. This choice is based on the belief that a phenomenological perspective provides a nuanced understanding of the engagement, challenges, and perceived benefits of game based formative assessments in language learning. By focusing on students’ perceptions, this study aims to uncover how interactive and gamified digital tools contribute to vocabulary retention and motivation within the EFL classroom setting.

**Research Participants**

This study was conducted with EFL students from an English course setting, focusing on their experiences using Kahoot as a formative assessment tool in vocabulary learning. The English course within this context refers to a study program where students primarily take English lessons as a foreign language. In alignment with the research objectives, participants were purposely selected based on the specific criteria that ensured their familiarity with technology assisted learning and game-based assessment.

Purposive sampling was utilized to deliberately recruit students who met the necessary criteria to provide relevant insights into the study. The sample consisted of 10 students, the rationale for choosing these participants was to focus on students who had actively engaged with Kahoot in their English learning process. The selection criteria required that participants were enrolled in an English course and had played Kahoot more than five times. Ensuring these criteria were met allows for a more in-depth exploration of their perceptions regarding the use of Kahoot in formative assessment in vocabulary acquisition. The research participants are detailed in Table 1.

*Table 1. Demographic information of participants*

Participants	Age	Sex	Experience in Using Kahoot (Month)
Student 1	17	Male	4
Student 2	15	Female	4
Student 3	15	Female	4
Student 4	16	Female	5
Student 5	17	Male	4
Student 6	17	Female	5
Student 7	16	Male	4
Student 8	15	Male	3
Student 9	15	Female	3
Student 10	18	Male	3

**Data Collection**

Before initiating data collection, the researchers sought the participants’ willingness to participate through face-to-face meetings and private chat messages. The researchers also gathered relevant information, such as the students’ prior experience in using Kahoot, their English proficiency level, and their familiarity with digital assessment tools.

This study used questionnaires and interviews. The questionnaires contain open ended questions using a five-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly

Disagree) regarding their experiences and engagement with Kahoot in vocabulary acquisition. The questionnaires were created via Google Forms and distributed to the participants. The questionnaires were designed to provide insights to the researchers on students' perspectives regarding the effectiveness of Kahoot in vocabulary retention, motivation, and formative assessment. Additionally, the interviews were conducted using semi-structured interviews to explore their experiences and perceptions regarding Kahoot's effectiveness as a formative assessment tool in assessing and reinforcing vocabulary learning. The interviews were conducted with selected students, each lasting for approximately 10 minutes, to provide insights into how Kahoot influenced their motivation, engagement, and ability to retain new English words. The recordings were then transcribed verbatim before continuing to the data analysis stage.

### **Data Analysis**

Thematic Content was utilised to examine the collected data. As described by (Braun, V., & Clarke 2006), this thematic analysis aims to identify patterns and connections between themes emerging from qualitative data to address our research questions regarding students' perceptions of using Kahoot as a formative assessment tool in vocabulary acquisition.

The interview transcriptions were analyzed qualitatively using thematic content analysis to identify themes relevant to the research questions. This involved a three-step coding process (Terrel in Fithriani et al. 2019). First, significant excerpts and responses from participants were manually coded, marking key insights related to Kahoot's impact on formative assessment. These preliminary codes served as a foundation for further analysis. Next, all key excerpts were categorized into temporary themes, focusing on students' perceptions of Kahoot's role in vocabulary learning. Finally, the findings underwent multiple iterations of refinement and re-categorization, ensuring that the emerging themes fully represented students' experiences. This cyclical process helped to develop well-defined themes from the interview data, highlighting how Kahoot contributes to formative assessment and vocabulary retention in EFL classrooms.

### **RESULTS**

In this part of research, the researchers present the perceptions of EFL students about using Kahoot as a formative assessment tool for vocabulary learning. The findings are gathered through questionnaires and interviews with the research participants. The following charts show the EFL students' perceptions towards the use of Kahoot as a formative assessment tool for English vocabulary acquisition.

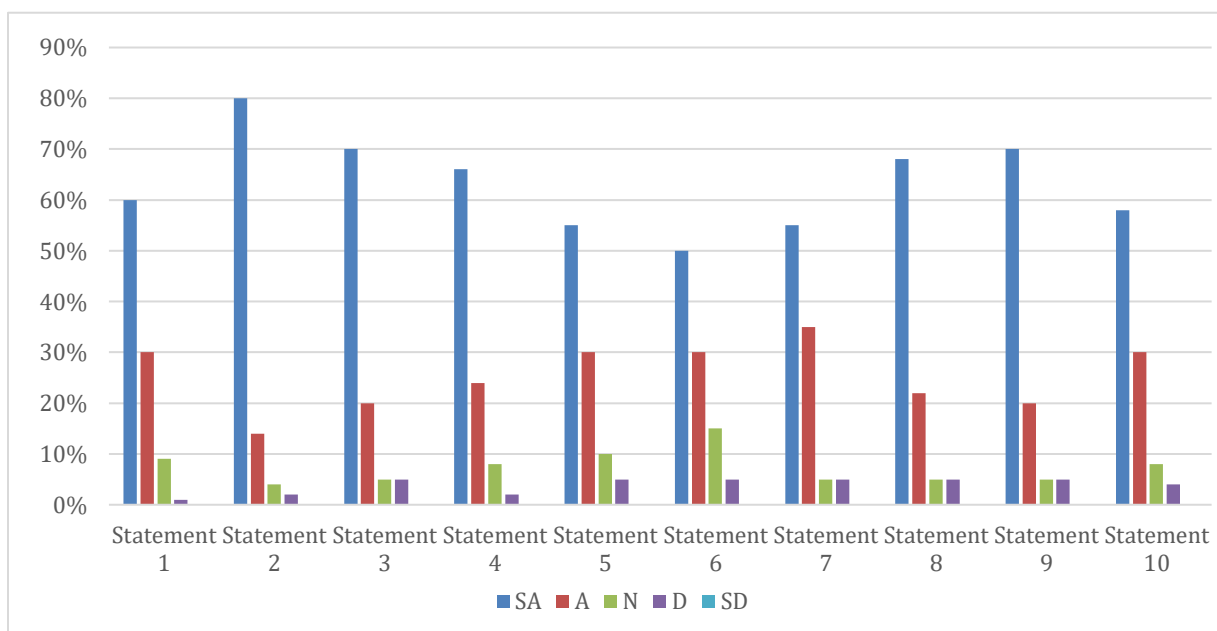


Figure 1. Questionnaires Responses

Figure 1 above illustrates the distribution of questionnaires responses that consist of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) across ten statements prepared for conducting this study. For most statements provided by the researchers, “Strongly Agree” becomes the largest proportion of responses. It gains 80% of the responses for statement 2, showing that the majority of EFL students strongly agree that they enjoy using Kahoot for learning English vocabulary. The response “Agree” consistently becomes the second most frequent response for all statements, while the response “Neutral” and “Disagree” gain smaller percentages for all given statements. In addition, the response “Strongly Disagree” is the least common response given by the research respondents. It gains 0% of the responses for all statements. Chart 1 shows a tendency towards a strong agreement with all the provided statements about how Kahoot plays a role in the process of English vocabulary acquisition. Furthermore, the table below presents the statements included in the questionnaires used to conduct this research.

Table 2. Questionnaires Statements

No	Statement
1	I have used Kahoot for learning English vocabulary regularly.
2	I enjoy using Kahoot for learning English vocabulary.
3	The updated points after answering each question on Kahoot motivates me to answer the next question correctly and quickly.
4	The leaderboard update on Kahoot pushes me to rank among the top 3 players.
5	The final score provided by Kahoot motivates me to perform better on the next quiz.
6	I am more interested in learning English vocabulary when I use Kahoot.

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7	I can be more focused in learning English vocabulary when I use Kahoot.
8	My quiz score always increases when learning English vocabulary using Kahoot.
9	I always gain a better understanding of English vocabulary after finishing a quiz using Kahoot.
10	My vocabulary quizzes and daily practice scores have been improving since I use Kahoot to learn English vocabulary regularly.

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Table 2 above lists 10 statements that are utilized as parts of the research questionnaire. These statements are used to evaluate Kahoot as a formative assessment tool in EFL vocabulary class. The statements cover different aspects in evaluating students' experience in using Kahoot as a formative assessment tool. The aspects include regularity of use among the students, enjoyment of using Kahoot, motivational factors after using Kahoot, impact on interest and focus, and improvements experienced by the students in their English vocabulary acquisition. All the statements aim at gathering comprehensive results in revealing Kahoot's role in supporting EFL vocabulary class

The results of the questionnaire analysis indicates that students generally have a positive perception toward the use of Kahoot. One of the most notable findings is that 80% of the students "strongly agree" that they derive pleasure from utilizing Kahoot for the acquisition of English vocabulary. Moreover, 70% of participants "strongly agree" that Kahoot incentivizes them to respond accurately and promptly owing to the points system, while 70% also "strongly agree" that they enhance their comprehension of English vocabulary after finishing a quiz utilizing Kahoot. Additional favorable reactions are evident in pupils' motivation and concentration. For instance, 68% of students "strongly agree" that their quiz results consistently improve while utilizing Kahoot, and 66% "strongly agree" that the leaderboard incentivizes them to strive for high positions. Regarding the enhancement of learning outcomes, 58% "strongly agree" that their vocabulary quiz and daily practice scores have improved with consistent use of Kahoot, while 55% "strongly agree" that the final scores from Kahoot incentivize them to excel in subsequent quizzes. The findings suggest that students view Kahoot as an interesting, motivating, and advantageous formative assessment instrument that enhances their vocabulary acquisition in an entertaining and interactive manner.

To explore students' perceptions regarding the use of Kahoot as a formative assessment tool in vocabulary learning, the researchers conducted a thematic analysis of the open-ended questionnaire and interview responses. The analysis yielded several significant themes that illustrate how Kahoot influences students' motivation, engagement, and vocabulary development.

### ***Theme 1: Increased Engagement and Learning Enjoyment***

The results of the questionnaire indicate that 80% of students strongly agree and 14% agree that they enjoy using Kahoot to learn English vocabulary. These findings suggest that Kahoot offers a fun and engaging learning experience.

*"Actually, when i play this i feel more excited, miss. In our class we usually play Kahoot at the end of the lesson, and our teacher lets us choose the game mode, like classic or team mode. So it's not boring because we can decide how to play." (P1, Interview)*

This response highlights the student-centered nature of Kahoot implementation, where learners are given the autonomy to decide how they want to engage with the tool. The opportunity to choose from various game modes contributes to a sense of ownership and enjoyment, fostering a more collaborative and inclusive classroom environment. Additionally, the competitive aspect of Kahoot was identified as a motivating factor that increased students' enthusiasm. Rather than creating pressure, the competition was framed positively, allowing students to challenge themselves and others in a supportive way. This was evident in P3's statement:

*"I like it because it's fun and not stressful, miss. When play kahoot, i can learn new words without feeling like i'm studying. It feels like a game and when i get a first place, I feel proud of myself. It makes me want to play and learn more. And I can compete with my friends in a good way. Then miss, the best part play kahoot is, you don't need to download in playstore just open Google, enter the code, and then voila you can start play and answer the questions." (P3, Interview)*

This reveals that Kahoot provides a fun learning experience that does not cause stress for students. P3 feels that learning English vocabulary through Kahoot feels like playing a game, not like formal learning. In addition, the element of healthy competition motivates P3 to learn and play better in order to get the top rank. P3 also highlights the ease of accessing the Kahoot app, which does not require downloading from the Play Store simply to access it via a browser by entering the game code making the process practical and quick. These factors collectively enhance student engagement and enjoyment in enriching their English vocabulary. Similarly, P10 expressed increased enthusiasm toward formative assessment through Kahoot, noting how the enjoyable and game like experience encouraged repeated participation

*"Because we're used to being assessed only once, now we're asking to play again. The score is pretty good at the end, but the funny thing is that the teacher used the same game for the first and second rounds, but when we asked to play for the third time, the level changed to typing answers. I really couldn't answer, lol." (P10, interview)*

This highlights that Kahoot makes the assessment experience more enjoyable and encourages repeated participation. Even though students are usually assessed only once, the engaging nature of Kahoot made them eager to play again. As shared by the participant, even when the same quiz was repeated, it remained fun until the question type changed to typed responses, which added difficulty. This shows that while Kahoot promotes motivation and enthusiasm, the level of challenge can shift depending on the format of the questions.

### ***Theme 2: Enhanced Students' Vocabulary Mastery***

Kahoot significantly contributes to the enhancement of EFL students' vocabulary mastery. A combination of its gamified features such as time-limited questions, instant point updates, leaderboards, and repeated quiz practice positively influences students' motivation, vocabulary understanding, and academic performance. From the questionnaire, 70% of the students strongly agreed that the updated points feature motivated them to answer the next questions more quickly and correctly. Additionally, 66% of students strongly agreed and 24% agreed that the leaderboard function encouraged them to aim for the top three positions. Furthermore, 70% of students also strongly agreed that they gained a better understanding of vocabulary after completing Kahoot quizzes, while 68% strongly agreed and 22% agreed that their vocabulary quiz scores had improved through regular Kahoot usage. These responses indicate that students not only feel more driven to participate but also observe measurable progress in their vocabulary mastery. A student highlighted the incentive element of Kahoot's timed functionality and instantaneous scoring.

*"To be honest miss, this so helpfull for me. Especially with the timer, like it makes me think super fast if I wanna get high points. When the score pops up right after I answer, it feels good, like 'yes, I got it right!' And because I have to rush, somehow the words stick in my head better example I still remember stove." (P2, Interview)*

This indicates that the time constrained element in Kahoot substantially enhanced their vocabulary proficiency. According to the P2, the presence of a timer created a sense of urgency that encouraged them to think quickly in order to gain higher points. This time pressure not only made the activity more exciting compared to conventional learning methods such as worksheets but also helped the participant to memorize vocabulary more effectively. The immediate display of points after answering further motivated the student by providing instant feedback, reinforcing correct responses, and enhancing their engagement during the assessment process. As P2 stated, this feature made vocabulary learning more dynamic and enjoyable, leading to better retention of new words. Besides the time constraint, the leaderboard also enhanced students' vocabulary knowledge by promoting a competitive atmosphere among learners. This aspect will be further elaborated based on the statements from other participants.

*"When I first started using it, I answered randomly because I didn't know the answers, but some were correct and some were wrong. When I got it right, I felt proud that my name was in first place, but when I answered randomly and got it wrong, I felt embarrassed because I had been bragging earlier. So I remembered and memorised the vocabulary that came up. Then the next week there was another assessment, and it turned out that almost half of the vocabulary was the same, like household items like armchair, wash basin, and chest of drawers. I got second place, but it's okay miss at least I didn't lose to the others." (P10, Interview)*

This response highlights that P10 experience with Kahoot involved answering questions randomly due to a lack of familiarity with the vocabulary. Occasionally, the participant guessed correctly and felt proud, especially when their name appeared in the first place on the leaderboard. However, when incorrect guesses resulted in mistakes, the participant admitted feeling embarrassed, particularly after having boasted about being in the lead. This experience motivated the participant to pay closer attention to the vocabulary items that appeared in the game, ultimately leading to better memorization and understanding of the words. In a subsequent quiz session held the following week, the participant recognized that nearly half of the vocabulary items such as "armchair," "wash basin," and "chest of drawers" were repeated from the previous round. As a result, the participant achieved second place, feeling satisfied with the progress and improvement compared to the earlier performance. In addition to the motivational impact of the leaderboard, other participants reported noticeable improvements in their vocabulary comprehension and usage.

*"Miss, if you were in class when we first used Kahoot, you would have laughed. There was a picture of a stove, and we had to type in the answer. Then we could see how many people had answered, but the truth is, no one knew the answer, Miss. After waiting 20 seconds, the answer turned out to be 'stove.' Some people laughed and said, 'Oh, how were we supposed to know?' Meanwhile, we all typed 'needle' at the same time. Because of that mistake, I still remember it. I felt embarrassed that I didn't know the answer." (P4, Interview)*

This humorous yet embarrassing experience left a lasting impression on P4, who admitted to still remembering the vocabulary item because of the mistake. This response illustrates how errors in a low-stakes, game-like environment such as Kahoot can become powerful learning moments. The combination of peer interaction, immediate feedback, and the novelty of the situation contributed to the student's retention of the vocabulary word. Rather than discouraging the learner, the mistake served as a meaningful and memorable event that reinforced their understanding. Other participants also reported as demonstrated by the following statements. Instant corrections enable students to internalize correct answers more efficiently, converting mistakes into significant learning opportunities.

*"I can feel progress. There are questions about connecting words, or when two nouns are combined into one, like ask+sorry= apologise or forgive. How can the meaning be so different? There are also synonyms from big, it's huge. If there are assessment questions like that, it's easy peasy lemon squeezy for me. I remember it even though I didn't get many right. Confident numero uno miss" (P6, Interview)*

This highlight P6 also reflected on their growing confidence in mastering English vocabulary as a result of using Kahoot. The experience described by P6 further supports the role of Kahoot in developing students' understanding of vocabulary beyond simple memorization, by fostering awareness of word forms, meanings, and connections.

Vocabulary, enhancing the complex lexical awareness crucial for language proficiency. This educational approach underscores the efficacy of Kahoot as a formative assessment instrument that facilitates both recognition and memory of language.

### ***Theme 3: Improved Focus and Attention***

The questionnaire results indicate that 55% of students strongly agree and 35% agree that Kahoot enhances their concentration during vocabulary acquisition. Based on the interview results the time constrained and rapid format of Kahoot, along with its scoring and ranking mechanisms, motivates pupils to remain attentive and reduce distractions. Like P8 stated:

*"Basically, you have to have an internet connection so you can answer comfortably and move up levels faster than others. Sometimes the time limit for one question isn't consistent some are 20 seconds, some are 1 minute. So if that 20 second for 1 questions, you have to focus and type the answer, and there's no time to look at the book." (P8, interview)*

The assertion from P8 indicates that the real time system and score updates in Kahoot promote student engagement during the formative assessment process. A reliable internet connection is essential for students to respond efficiently and advance through levels. Moreover, unpredictable time constraints between questions, such as a mere 20 seconds for those requiring written responses, compel students to think rapidly without the opportunity to consult their textbooks. This indicates that although Kahoot might improve focus, technical factors like connection stability and duration need to be resolved to prevent compromising comfort and equity in the evaluation process. Similarly, P5 stated that the competitive element in Kahoot also heightened their focus during the assessment.

*"I was really focus when playing Kahoot, miss, because I want to be number one, hehe. In game mode, you can just look at your phone, and if you don't understand the question, you can ask the teacher directly. But in classic mode or team mode, you have to look at the TV to see the questions and answer choices." (P5, interview)*

P5 statement indicates that the game mode in Kahoot also influences students' level of focus during formative assessment. The aspiration to succeed motivates pupils to adopt a more serious and concentrated approach to their responses. In game mode, direct access to questions via the phone enhances practicality and facilitates immediate interaction with the teacher in instances of confusion. In classic or team mode, students are required to view the TV screen to read the questions, thus diminishing both speed and comfort in their responses. This indicates that the presentation of questions significantly influences the efficacy and engagement of students utilizing Kahoot. The increased focus was also demonstrated by P7, who said,

*"To be honest, at first I was afraid to use Kahoot because the teacher told us there was a time limit and a ranking system. Even though I didn't win 1st to 3rd place at first, I got*

*used to it and my score improved over time. The rule is not to take too long to think about the answer.” (P7, interview)*

This experience demonstrates that utilizing Kahoot can progressively enhance students' concentration and perseverance in managing time constraints and competitive rankings. Despite initial anxiety, P7 indicated that familiarity with this assessment style enables students to adjust, enhance their performance, and maintain active engagement in the formative assessment process. Another participant said something similar.

*“When playing Kahoot, my focus really improves. Even though I still often laugh with my friends when we get the answers wrong, because we only have 15 to 30 seconds to answer. So my brain immediately thinks fast and doesn't want to waste time. Then when my name appears in 3rd place on the leaderboard with my other friends, we celebrate.” (P9, interview)*

This highlight that Kahoot not only boosts student attentiveness through time-limited questions but also maintains a fun and engaging ambiance. P9 indicated that the brief reaction interval compels students to think rapidly and remain vigilant, while elements such as the live leaderboard foster a sense of exhilaration and constructive rivalry. Despite the occurrence of errors, the game like framework fosters positive social interaction and motivation, rendering the formative assessment experience both useful and pleasurable. Kahoot efficiently enhances students' concentration and engagement during formative assessment by integrating time constraints, scoring mechanisms, and interactive forms. The platform's competitive and rapid environment compels students to maintain vigilance, react swiftly, and sustain engagement throughout the process. Moreover, the gamified elements not only bolster motivation but also foster a helpful and pleasurable atmosphere, converting assessment into a dynamic and significant educational experience.

## **DISCUSSION**

Based on the result this study emphasizes advancements in fostering an engaging educational atmosphere via online quizzes, specifically with Kahoot. (Robin and Aziz 2022) assert that cooperation via digital tools fosters an active learning environment, enabling students to engage more frequently and effectively with learning materials. Traditional learning methods, often stressful, can be converted into enjoyable experiences via Kahoot, enhancing the acquisition of English vocabulary and positively influencing the final results of EFL students. Kahoot's features, derived from gaming principles, have demonstrated an increase in students' learning motivation (N. Iman, Ramli, and Saridewi 2021). This is seen in responders' eagerness to respond to the subsequent question with greater speed and precision. While not all students derive identical advantages, the majority of EFL students exhibit heightened motivation. Moreover, Kahoot's novel leaderboard function effectively motivates pupils to enhance their performance on following questions.

Kahoot increases student engagement and skills to perform better on quizzes that evaluate their understanding on a certain subject compared to traditional classroom

methods (Rahman et al. 2023). While conventional learning methods still require paper-based tests, Kahoot starts to implement game elements to make the learning and assessment environment become more relevant for the learners. It creates a less intimidating assessment atmosphere. With the fun features provided by Kahoot, students possess a desire to climb the leaderboard that shows players with the highest score. It becomes a positive competition as students will endeavor more to deepen their understanding. In addition, Kahoot offers such an interactive and engaging environment (A. Rahman et al. 2023). Students can ask questions, share their understanding, and learn from each other on the same digital platform, which is more engaging, comfortable and effective compared to a traditional classroom environment. The features do not only create a fun learning and evaluation atmosphere, but also motivate students to engage deeply, think quickly, and choose the answers correctly.

The adoption of digital learning has numerous opportunities, including heightened student engagement in the learning process (Tukiran 2024). This study demonstrates a heightened interest among EFL students in acquiring English vocabulary due to the adoption of digital learning methods. Adopting a digital learning method is not always about using screens. It also highlights technology usage that is able to provide more dynamic and interactive learning experiences. Through digital technology usage, students are not only able to read the learning materials but also see and experience it directly through various types of media. This usage of digital technology turns passive interaction into active participation by the students. This heightened focus facilitates classroom management for educators and has the potential to enhance overall learning results. When the interest to learn English increases naturally, the process to deepen the understanding of the material tends to go more effectively. It can happen because the genuine interest in learning shifts students' perception from viewing it as a compulsory task to perceiving it as a fun voluntary process.

The responses gathered in this study reveal that most respondents are more interested in assess their English vocabulary when they use Kahoot. This finding highlights that a digital assessment tool, such as Kahoot, can appeal to students so that their interest in learning English can be increased. Kahoot takes part within this learning process to keep the students interested and motivated while they are acquiring new English vocabulary (Salsabila, R., & Apoko 2024). Kahoot improves the language classroom as it allows the introduction of new information to English language, which supports the content to be more accessible and interesting. (Cahyaningtyas and Chakim 2023) also reveals that it leads to a result where there are more students who are attending Kahoot activities to participate, engage, and learn.

The research participants indicated that as a digital assessment tool, Kahoot motivates them to answer the next question correctly and quickly. Motivation becomes a crucial aspect as it influences the progress made by EFL students in acquiring English vocabulary (Salsabila, R., & Apoko 2024). A high level of motivation can lead to a more effective English language acquisition process. Teachers can utilize Kahoot as a medium to increase students' motivation. Furthermore, Kahoot enables the students to do self-reflection based on the evaluation provided by Kahoot that immediately appears after each quiz session. They can

evaluate their strengths and weaknesses on the subject. With this assistance from Kahoot, the English vocabulary acquisition process can be improved.

Moreover, Kahoot's advancement in offering engaging educational elements persists throughout its evolution (Robin and Aziz 2022). EFL students can concentrate more on the learning process due to a learning environment that diverges from traditional approaches, as its characteristics are customized to their educational requirements. This supports the perspective that incorporating gaming aspects into educational activities enhances the optimal learning process (N. Iman et al. 2021), as evidenced by the enhanced quiz scores of EFL students. Also, additional research corroborates that employing Kahoot as a formative assessment instrument might augment student involvement and interaction in online classes (Wang & Tahir 2020). Kahoot facilitates vocabulary acquisition for pupils while also enhancing their confidence in utilizing English (Licorish et al. 2018). Nonetheless, it should be recognized that not all students are at ease with this approach, since individual learning preferences differ (Zainuddin 2023).

While Kahoot may not be a digital assessment tool that suits every student's learning style, this study has proven that Kahoot works effectively to most respondents in enhancing their learning motivation, increasing their performance, and gaining better understanding. It shows the platform's ability in capturing students' attention, particularly during their English vocabulary learning process. This innovation, which implements a game-like approach, shows its significant value and crucial roles by getting players more engaged and assisting them to perform better (L. Rahmayana and Halim 2024). By transforming tasks into interactive and fun quizzes, it genuinely motivates the participants. As a result, it leads EFL students to invest more effort in their English vocabulary acquisition process and focus during their assessment.

This study demonstrates that most students gain a better understanding of English vocabulary after finishing a quiz using Kahoot. Rahmayana & Halim (2024) states that the role of Kahoot in assisting students to master the material indicates that Kahoot has succeeded to increase students' drive to learn. It can be evidenced by how it presents a more enjoyable learning environment in which students do not hesitate to engage eagerly. It is also supported by how Kahoot generates rewards for game participants for their endeavour, which boosts their motivation. It leads to a result where students have something to pursue by learning further, although the context still revolves around game activities.

The incorporation of technology such as Kahoot in English language education allows educators to do real-time assessments, facilitating the swift identification of students' challenges and the provision of suitable feedback (Plump, C. M., & LaRosa 2017). Kahoot is not solely an entertainment tool, it is also a significant device for improving the efficacy of English vocabulary acquisition for EFL students. In addition, the efficiency in feedback that Kahoot provides efficient grading time for teachers. As a result, teachers are able to dedicate more time to discussing learning materials that require deeper evaluation rather than administrative tasks. It proves that Kahoot does not only benefit EFL students, but also the teachers.

## CONCLUSION

This research reveals the perceptions of utilizing Kahoot as a formative assessment tool in English vocabulary acquisition among EFL students. The findings show that Kahoot has played a significant role in increasing the interest of EFL students in learning English vocabulary, which also contributes positively to their academic improvements. As a formative assessment tool, Kahoot serves as a platform providing fun features which assist EFL students to learn English vocabulary within a fun learning atmosphere. The gamification features, such as timer, background music, updated points, leaderboard, and final score, allow EFL students to acquire English vocabulary effectively.

Kahoot has shown positive differences compared to other learning methods that do not apply technological advancements. Since using Kahoot, EFL students tend to be more interested, focused, and enjoy the learning process. Additionally, EFL students feel more motivated to increase their quiz scores, boost their ranks, and perform better on the next quizzes. As final impacts, Kahoot has performed well to increase students' understanding and scores in their English vocabulary acquisition. However, Kahoot may not always work effectively for EFL students who are not suitable for gamified learning methods.

After examining how Kahoot is perceived as a formative assessment tool in English vocabulary acquisition among EFL students, Kahoot can be utilized frequently to boost the students' interest and productivity in learning English vocabulary. In addition, teachers may also start to apply Kahoot utilization in other English learning focuses. Consequently, future study should aim to enhance participant diversity and investigate students' emotional responses, learning preferences, and digital literacy levels about gamified assessment systems. Teachers are advised to utilize Kahoot in classroom practice for vocabulary and other aspects of English learning, while providing adequate help and different formats for all students, particularly those who experience difficulties with time constraints. Students are encouraged to utilize Kahoot not merely as a competitive game, but as a reflective learning tool by leveraging feedback to monitor progress and enhance their comprehension of terminology.

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