STUDENTS' ENGAGEMENT ON KAHOOT! GAME TO PRACTICE ENGLISH VOCABULARY FOR VOCATIONAL HIGH SCHOOL STUDENTS

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ABSTRACT

This study aims to explore students' emotional engagement in the use of Kahoot! game as a tool for English vocabulary practice at vocational high school. This research employed a qualitative approach combined with case study design to examine how game-based learning media such as Kahoot! affects students' engagement in vocabulary learning. The data were collected through observations, questionnaires and interviews involving twenty-five students from the tenth graders majoring tata kecantikan (TK). The findings reveal that the use of Kahoot! game make students active to engage, help to develop English vocabulary and help to understand unfamiliar vocabulary. Moreover, students expressed positive feeling during learning process. This study provide insight into the potential of technology-based learning such as digital games can help students' engagement to be active and develop their vocabulary skills. Furthermore, it offers recommendations for implementing interactive game in other materials to develop other skills in vocational high school contexts.

Keywords: Students' Engagement, Kahoot! Game, Practice Vocabulary.

INTRODUCTION

One of the importance of vocabulary is as basis for communication (Dakhi & Fitria, 2019). It means that someone can convey words in messages in the form of ideas, opinions, or feeling when interact. This show that vocabulary is important to be learned especially for learners because it can help to develop four English skills of speaking, listening, writing and reading (Soro, 2019). So, by learning and having enough vocabulary can make it easier for them to speak, write, read and listen what they want. However, there are several factors of problems and difficulties for language learner when learning vocabulary.

The problems and difficulties in learning vocabulary are having to understand the meaning, spelling, and sound (Soro, 2019). English vocabulary is different from Indonesian. It is one of the difficulties for students to be able understand the meaning of word and different spelling or pronunciation. So, it makes tenth grade students in vocational high school have limited vocabulary. The cause is they have limited time to

learn because they focus on their external problems. Other problem found that teacher still use manual teaching by relying on textbook. This problem found based on the result of interview with English teacher of tenth grade. Kristiawan et al., (2022) also stated that in Indonesia teachers often uses textbook materials. Therefore, he can utilize the development of technology to help students practice vocabulary with fun during learning.

The development of technology has an advantage towards education such as increase their potential and style of learning and they can access the information without discrimination (Radu F et al 2011). So, using technology in learning can make teaching and learning become easier. Thus, it is importance to implement the technology in learning because it can have a positive impact on teachers and students. For teachers, it can improve the quality of teaching (Akram et al., 2021). It means that teaching can be varied and not monotonous. This can also help students to more focus and do not get bored so it can increase the quality of teaching will be better than before. While for students, it can develop skills, encourage motivation, expand knowledge and get efficient of information (Chen et al., 2018).

So, in these problems researcher find the solution by integrating technology in teaching and learning by utilizing an interactive game. There are several kind of interactive game such as Kahoot!, Scorative, Quizlet, and others. The selection of games in learning is also necessary because games based student response systems and game educational can help to motivate and engage students in learning (Morillas Barrio et al., 2016 and Wang A.I. and Lieberoth A, 2016). One example of a game-based student response system is Kahoot (Plump, C. M., & LaRosa, 2017). It is one of the GSRS that only promotes an interactive learning environment but also challenge for student in the learning process (Muhridza Mohd et al., 2018). Besides that, the goal of Kahoot! Game is to help engage, motivate, entertain and focus (Wang & Tahir, 2020). So, this study use Kahoot! game as learning English to develop student engagement.

Previous study about "Incorporation of a game-based Approach into the EFL Online Classrooms: Students' Perceptions", Almusharraf, (2021) revealed that providing more opportunities of students to participate and it can trigger students' attention and concentrate. This study used game flow theory in Kahoot! game and focus on undergraduate learners. Second, Muhridza Mohd et al., (2018) about "Using Game-based Technology, Kahoot! For Classroom Engagement" revealed that Kahoot be useful in initiating and fostering students' engagement in language learning and also can enhance the English skill. This study focuses on behavioural and emotional engagement. Third, Licorish et al., (2018) with title "Students' Perception of Kahoot!'s Influence on Teaching and Learning" explain that Kahoot Game make enriched the quality of learning in classroom dynamics, engagement, motivation and improve learning experience. Also, it can help to minimise disruptions and improve the quality of teaching and learning. This study focuses on grammar skill. Last, Bicen H., (2018) with title "Perceptions of student for Gamification Approach: Kahoot as a Case Study" revealed that the use of gamification in class make them interest, ambitions and motivated. The present study differed from the previous as it emphasized on the use of Game Flow theory on Kahoot! Game in the context of vocational high school that focus the emotional engagement of students in practice English vocabulary in class.

The students engagement is relates of interaction between time, effort and other relevant resources that refers to optimize student experience, improve learning outcomes and development of students and the performance (Trowler, 2010). Then, Marks (2000) also stated that engagement is a psychological process, especially the attention, interest, investment and effort that students put into the work of learning. It have three types (Trowler, 2010) such as behavioral engagement, emotional engagement and cognitive engagement. Behavioural engagement is students who respect of behavioural norms or rules at school, such as attendance and involvement. Emotional engagement is students

who experience an affective reaction such as interest, enjoyment or a sense of belonging. Cognitive engagement is students who invest in learning, want to go beyond what's required and want to challenge themselves. This study focuses on one type of engagement namely Emotional Engagement because it focuses on students' reactions such as interest, fun and enjoyment when learning English especially learn vocabulary with Kahoot! Game.

The Kahoot! Game is free, easy for student and understood by users (Plump, C. M., & LaRosa, 2017). The purpose and function of Kahoot! game in learning (Wang & Tahir, 2020) is to increase engagement, motivation, enjoyment and concentration in order to improve learning and the dynamics of classroom. The function is to be used as student knowledge review, assessment or as a break from traditional classroom activities. The theory uses from (Sweetser P. & Wyeth P, 2005) that be known as Game Flow element such as concentration, challenge, skill, control, clear goals, feedback, immersion and social interaction.

Vocabulary is part of word that include several syllabuses but the word describes one meaning or idea (Nella et al. (2020). Then, Soro (2019) stated that vocabulary is a long list of words that have been arranged alphabetically from A until Z that have been defined in a dictionary that is easy to learn. In teaching vocabulary use five aspects vocabulary from Syarifudin et al. (2014) such as synonym, antonym, polysemy, homonymy, and definition. It also use the classification word from Rijkhoff, (2007) that relates of the language features of material introducing such as verb, noun, adjective, adverb, preposition, article, pronoun, and conjunction. The students can practice the vocabulary based on theory above.

Therefore, the following question of this study are two folds:
1. How does students engaged on Kahoot! game when practice English vocabulary in the classroom?
2. How does Kahoot! game influence the students' engagement toward learning English to practice vocabulary?

METHOD
Research Design

The research design of this study is qualitative method and case study design. Case study is a research methodology that describe by Gustafsson (2017) as study that examines a person, a group of people or unit with the aim of generalising some units intensively. This method allows the researcher to take a complex issue or broad phenomenon and then narrow it to be questions (Heale & Twycross, 2018). In this study, the case is limited vocabulary and lacking of engagement of student during learning. The researcher examines in more depth how students' response learning with technology as their learning experience and develop their English vocabulary. The research design will be used in the use of Kahoot! game for English vocabulary practice and help student engagement active during learning.

Participants

The participant of this study is the tenth grades of TK (Tata Kecantikan) vocational high schools in Banyuwangi. It consists of 25 students of females. The researcher chooses this class because it found the problem of learning English especially in vocabulary. They have limited vocabulary and the influence external problem. The class have an internet so that it makes easier to implement the Kahoot! game that need a n internet and it also recommendation of English teacher to conduct research in X TK (Tata Kecantikan).

Data Collection Method

In this study, researcher collect the data use observation, questionnaire and

interview about students' engagement when practice vocabulary using Kahoot! Game. Researcher conduct the checklist observation during meeting in class. In observation, researcher provide checklist in observation sheet when students show their engagement according to the indicator. It will be taking a picture as evidence and support that they engage. Then, give questionnaire consist 15 question through Google form (adapted from Kusumaningrum et al., (2022). This focus on their response when learning English vocabulary using Kahoot! Game and their engagement. After that, researcher conduct the interview of 8 question in five participants (adapted from Hadijah et al., 2020). It more focus ask the engagement of student and experience learning with Kahoot! Game. The student will be interviewed after they practice English vocabulary using Kahoot! Game. Thus, the use of observation, questionnaire and interview to find out how they practice English vocabulary use Kahoot! Game and to build their engagement during learning English.

Data Analysis Method

The researcher analyse the data of observation by indicator of checklist observation based on (Trowler, 2010) then determine who students active or passive. The indicator of observation checklist includes:

1. Students' enthusiasm
   Student show their enthusiast by active participate such as ask the question, answer the question and engage in discuss.
2. Students' expression
   Student show their expression such as smiling, laughing, frowning, open eyes wide or flat expressions.
3. Students' enjoying
   Student seem to enjoy the learning process by completing assignments and look comfortable in the class.
4. Students' attention
   Student engage by show their attention of the explanation from teacher and activity in class.
5. Student show their feeling such as happy, satisfied, interests, bored or frustrate in learning process.

Then, to analyse the questionnaire using formula from (Mansur & Fadhilawati, 2019). To count the percentage of the students who fill the questionnaire, the following formula is used.

$$p = f/n \times 100$$

where:
P: The percentage of the students who fulfill each indicator of observation stated inthe checklist
 n: The number of students choosing a certain option
 N: The total number of students

The answer of respondents in interview analysed through transcribed, read carefully, grouped into categories and themes, and analysed in depth (Hadijah et al., 2020).

FINDINGS AND DISCUSSION
 The findings of observation checklist

The research conduct in four meeting. Researcher doing observation in the first meeting until third meeting and in the fourth meeting give questionnaire and interview. The result of observation in the first meeting showed that there were only 20 students who

participated during teaching and learning process. The researcher explained material of introducing then introduced the Kahoot! game for learning English and explained the procedures of the game. There are 4 students who have 5 checklists and 16 students who have 4 checklists. It means that they actively engage in class. Students practice using Kahoot! game after researcher explain the material. The result of quiz in Kahoot! Game showed 38% is correct answer. The students still do not understand about the vocabulary.

The result of observation in the second meeting showed that there were 25 students who participated. There are 10 students who have 5 checklists and 15 students who have 4 checklists. It means that they more actively engage in class. The researcher explained the vocabulary classes related to the linguistic elements of introducing material such as noun, verb, adjective, adverb, conjunction, article, preposition and simple present tense. After that, student could play Kahoot! to develop their vocabulary. The result of quiz in Kahoot! game showed 47% is correct answer. The students began understand and develop their English vocabulary little by little.

The result of observation in third meeting showed that there were 25 students who participated. There are 4 students who have 5 checklists and 16 students who have 4 checklists. It means that they actively engage in class. The researcher gave an explanation related to vocabulary aspect such as synonym, antonym, definition, homonym and polysemy. Then, students can practice their vocabulary with access the Kahoot! game to get more vocabulary than before. The result of students' quiz in Kahoot showed that 90% of students' answer is correct. It means that they can understand and develop their English vocabulary than before.

The result of questionnaire

On the other hand, the result of questionnaire of 15 question that has been calculated overall from 25 participant who answer strongly disagree 8%, disagree 7%, neutral 17%, agree 45% and strongly agree 22%. The question related of students' learning experience with Kahoot! game in English vocabulary practice.

The result of interview

Furthermore, the result of interview towards 5 participants showed three main themes: (1) Students' emotional engagement is active, (2) Kahoot! helps students understand vocabulary, (3) Creates interactive learning.

Students' emotional engagement is active, it relates of students' feeling while playing Kahoot! game. Then, the score also influences their feeling.

"My feeling when playing Kahoot! is that I feel challenged because I have to answer correctly to get high score and it makes me happy." (Student NS)

From that, the student emotional engagement relates of feeling and expressions so it makes the class become more active because they are challenged about the answers that they chose. It might be correct or false in doing quiz of Kahoot! game.

Kahoot! helps students understand vocabulary, show that Kahoot! can help students to understand the vocabulary, so this can help them to develop their vocabulary. During the interview, researcher asked the student to mention the vocabulary that they know about verb, adjective, conjunction dan synonym. They can mention the example of vocabulary.

"It helps me to learn and develop my vocabulary. I can learn some vocabulary that I forget. For example, when learning synonyms yesterday, I forget the synonym of "speak is talk" and "study is learn". Then, "right" can define be two meanings turn right or correct for answer" (Student SR)

From that shows that it can help students understand English and make their vocabulary

develop. Besides that, the researcher has explained the material before playing and gave another explanation in each question after the students answered the question to help them understand.

Create interactive learning, students are happy if learning is related to technology because their daily learning is only based on handbooks and blackboards. So, it can create interactive learning in class if use a game such as Kahoot!.

"I am fun when I learn using the handphone because I usually use a handbook and blackboards. The use of Kahoot! is nice and have fun." (Student NS)

From the data above, it can make an interactive learning in class because They are happy, interested, enthusiastic, enjoy and easily to understand the learning. Also, Kahoot! can attract students' attention in learning.

Discussion

Based on the data that has been obtained and analysed, the researcher found that most learners have positive emotional engagement towards learning English vocabulary with Kahoot! game because it is a learning media that attracts students' attention to learn vocabulary. There are many emotional engagements of students that they appearance such as enthusiasm. expression, enjoying, attention dan their feeling. This was found when conducted observation activity that students were actively in their enthusiasm who answered the question, showed expressions such as laughing or smiling, enjoy the learning process, pay attention to the teachers' explanation and showed the feelings such as happy, interest, enjoy and excited. This data also supported by the questionnaire results which show that 40% agree and 32% students strongly agree that the use of Kahoot! can make students happy in class. Then, Kahoot! game can also make students interested in learning vocabulary that 40 % agree and 40% strongly agree. Furthermore, it is found that Kahoot! can make students enjoy in learning that supported by 48% agree and 28% strongly agree. The last point shows that 52% agree and 24% strongly agree that Kahoot! can make students excited in vocabulary learning. So, it is show that the students' emotional engagement is active in play Kahoot! game. Kahoot! game can help students in understanding vocabulary with the unfamiliar word. This is supported by the data that show 44% students agree and 28% strongly agree that Kahoot! game help them in the vocabulary learning process. Then, it can also help students to get a new vocabulary so it makes them to develop their vocabulary. This show that 56% students agree and 28% strongly agree that the use of Kahoot! game help the students to understand the vocabulary. It means that Kahoot! game can help students in practice English vocabulary.

Besides that, there is some barriers that occurred when playing Kahoot! in class. Some students found the difficult and distracting due to the following obstacles: technical problems and time challenge.

CONCLUSION

It can be concluded that learning English vocabulary with Kahoot! games have a problem and difficulties from students and researcher such as the internet, the limited time and the respondents. Besides that, the result of this study is positive that students were actively engage, help them to understand vocabulary and get a new vocabulary easily and they are very enthusiast, enjoy and excited in learning English vocabulary with Kahoot! game. The researcher give recommendation that teachers can use the game-based learning for teaching material in class. It can create a fun, interesting and innovative learning rather than use a handbook and blackboards.

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