THE EFFECT OF ONLINE GAMIFICATION QUIZ APPLICATION ON VOCABULARY MASTERY FOR YOUNG ENGLISH LEARNERS

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh Kahoot pada penguasaan kosakata untuk pelajar bahasa Inggris usia muda. Penelitian ini menggunakan metode kuantitatif dengan desain *Pre-experimental One Group Pre-test and Post-test*. Instrumen yang digunakan pada penelitian ini adalah tes kosakata yang terdiri dari 20 item dalam pengumpulan data. Data dianalisis menggunakan statistik deskriptif dan inferensial. Partisipan penelitian ini adalah siswa kelas IV SD Dana Punia Singaraja. Temuan penelitian ini membuktikan bahwa terdapat pengaruh signifikan yang terdapat pada pada penguasaan kosakata untuk pelajar muda bahasa Inggris dengan efektivitas kategori sedang. Lebih Lanjut, penerapan Kahoot sebagai gamifikasi dalam pembelajaran kosa kata sudah tepat dalam meningkatkan penguasaan kosakata pelajar muda.

Abstract

This research aimed to investigate the effect of Kahoot on vocabulary mastery for young English learners. This research utilized the quantitative method with Pre-experimental One Group Pre-Test and Post-Test Design. The instrument used to collect the data was vocabulary test that consisted of 20 items. The data were analyzed using descriptive and inferential statistics. The participants of this study were fourth-grade students of SD Dana Punia Singaraja. The findings proven there was a significant effect on vocabulary mastery for young English learners with a moderate effect of effectiveness. Furthermore, the implementation of Kahoot as gamification in English learning was precise in improving young learners' vocabulary mastery.

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INTRODUCTION

English is one of the essential languages in the world that should be acquired. It is hard to deny because English is the official language universally. According to Rao (2019), English has achieved a global status as the most widely used language for communication internationally. In other words, it is a necessary language for reaching a wide range of professional and personal objectives (Nishanthi, 2018). As a result, most countries integrate English learning into their curriculum. They believe that learning English is an essential aspect of its development.

In Indonesia, English has been taught to students as a foreign language starting from the elementary school level. It has been practiced for over sixty-five years (Marlina, 2012). According to Hanifia (2013), the Indonesian government declared English as a foreign language to be learnt by Indonesian children from elementary school (as one of the local contents) up to the university level, as created by the Minister of Education and Culture Decree No. 060/U/1993 on February 25, 1993. Many parts of English, including vocabulary, must be the concern of students in order to become proficient in English.

According to Alqahtani (2015), vocabulary can be defined as a group of meaningful words or the total amount of words in a language. It can be defined as one of the components of a language, along with sound, grammar, and culture (Wulanjani, 2016). In other words, Lelawati, Dhiya, and Mailani (2018) also stated that vocabulary is the stock of word items owned by the speaker or writer. It can be applied to all words in a language or specific words or phrases used in dialects, registers, or terminology. According to Wulanjani (2016), vocabulary should be integrated with four English skills, which are, listening, speaking, reading, and writing, because they play a vital role for language learners. According to Rahmadhani (2015), if a pupil does not have an extensive vocabulary, it will be challenging to master the language. In other words, vocabulary helps learners to develop reading skills, text comprehension, and language acquisition (Afzal, 2019). Furthermore, vocabulary is a crucial component of language competence since it influences how well learners speak, listen, read, and write. Moreover, vocabulary is seen as the bridge to master the four skills in English.

However, English vocabulary learning in the current era must be relevant to the twenty-first century learning. Garba, Byabazaire, and Busthami (2015) stated that significant advances in information technology define the twenty-first century learning acquisition. The existence of technology will assist the student in the learning process because it has been becoming the primary source of knowledge transfer (Ghavifekr & Rosdy, 2015). Based on the preliminary observations at SD Dana Punia Singaraja, teachers used some technology in the learning process to adapt the 21st-century learning. To facilitate the teacher's teaching vocabulary, they utilized PowerPoint and video as learning media. However, those media were considered less efficient for young learners because perceived as monotonous media in vocabulary learning. Furthermore, vocabulary was seen as a complex subject for them, made students bored and unmotivated during the learning process. As a result, young learners demand more learning media in the classroom.

Regarding to the explanation above, the teacher can use gamification applications as one of innovative learning media in the classroom. In line with this, Sari, Nitiasih, and Budiarta (2020), claimed the use of gamification had successfully established a pleasant learning environment. According to Flores (2015), gamification can be defined as game features and design principles in non- game contexts. Gamification is appropriate for young learners because it is a vital component of their learning. Fajarina (2017), stated that playing games could encourage children to be more involved and engaged with others. In line with this, children enjoy playing games, and they would be happy if they could play exciting games. Moreover, gamification has a substantial beneficial effect on success and progress by providing personalised and meaningful feedback (Kickmeier-Rust et al., 2014).

Gamification has many applications for students in the education field, including Quizzes, Educandy, Tic Tac Toe, Word Wall, and Kahoot. Those applications have different features and functions in the classroom. However, especially in English vocabulary learning for young learners, Kahoot can be applied in the learning process. Kahoot is a gamification tool that can help students learn

more effectively (Idris et al., 2020). According to Cameron and Bizo (2019), Kahoot is an online quiz platform that may help students and lecturers in assessing their learning in a fun, engaging, and timely ways. It is an excellent tool for elementary students, especially fourth graders, because Kahoot is a simple application that makes the learning process implemented easier.

According to Henukh and Guntara (2020), Kahoot can enhance students' competitiveness among their peers and increase their interest and motivation to learn English. In line with this, Kahoot's features are beneficial in the classroom (Lin et al., 2018). According to Wan, Tan, and Goh (2020), Kahoot encourages students to engage in active learning by pushing them to consider and make sense of vocabulary items to correctly and quickly answer questions. At the same point, Kahoot also creates students to gain new vocabulary (Kusumayanthi & Rusmiyati, 2021). In addition, Kahoot includes attractive features equally and appropriately with English vocabulary materials.

There were several previous studies related to the Kahoot game in the classroom. According to Yürük (2019), her investigation revealed that the Kahoot game creates a collaborative and cooperative learning environment. In line with this point, Dellos (2015), researched ELL (English Language Learner) in South Korea to show that the Kahoot game can integrate competitive play and create a positive environment in the classroom. Al-Manar (2020), investigated that Kahoot can improve students' vocabulary mastery. In line with this, Ekinci (2020) also investigated that Kahoot helps students learn English vocabulary in the classroom. According to Rajendran and Shah (2020), their research claimed that learners can communicate with their classmates using Kahoot. A study also was conducted by Siregar and Angela (2019), which proven that Kahoot had a significant effect on the vocabulary mastery of the student. In other words, Kahoot also proven significantly in influencing the student's vocabulary retention (Sartini, 2020). In addition, Chiang (2020) also added that Kahoot increases their motivation to learn in reading classes. Kahoot games are created as an exciting and fun learning environment that could improve students' engagement in the classroom (Plump & LaRosa, 2017). Additionally, a study conducted by Tóth, Lógó, and Lógó (2019) revealed that Kahoot game was effective in increasing the efficiency of the learning process, especially to the students' result examination. Kahoot games positively affected students' vocabulary mastery in the field of simple present tense used in the descriptive text (Pratiwi et al., 2020). At the same point, Kahoot also enhanced students' present tense mastery (Idris et al., 2020).

Based on the previous study, Kahoot was proven effectively assisting young learners in improving their capability in the learning process. Many abilities were gained by introducing Kahoot into the classroom, including collaborative and cooperative learning, learning motivation, a fun learning environment, efficiency, and most of all increased vocabulary knowledge. In addition, the research found similar studies connected to the implementation of Kahoot for young English learners in the learning process. Compared with the previous study above, the current research was focused on determining the effect of Kahoot on vocabulary mastery for young English learners in the twenty-first century era. Furthermore, this study was conducted because Kahoot is an online gamification application that can be used as the teaching and learning media for the teacher and student in the classroom.

Moreover, the researcher formulated null a nd alternative hypothesis for the current study, as follow: $H_a : N_1 > N_2$

a. H_o : There is no significant effect on students' vocabulary mastery in using Kahoot in the classroom ($N_1 = N_2$)

b. H_a : There is a significant effect on students' vocabulary mastery using Kahoot in the classroom ($N_1 > N_2$)

Description:

H_o : Null Hypothesis

H_a : Alternative Hypothesis

N_1 : The mean score of the post-test after accepting treatment in using Kahoot

N_2 : The mean score of the pre-test before accepting treatment in using Kahoot

METHOD
Design

This study used quantitative research. This research design was pre-experimental, which utilized one group pre-test and post-test design. According to Ary, Jacobs, and Sorensen (2010), pre-experimental design can be defined as only one group or class being given a pre and post-test. Pre-test and post-test were completed only on one group without a control or comparison

group. Furthermore, the table of the research design quoted in Ary et al. (2010) is as can seen in Table 1.

Table 1. Pre-test & Post-test Design

Pre-test	Treatment	Post-test
O1	X	O2

Description:
O1   = Pretest score before given treatment
O2   = Posttest score after receive treatment
X   = Treatment by applying Kahoot in the learning process

Setting

This research was conducted in one of the elementary schools in Singaraja. SD Dana Punia was chosen because the student in this school less in utilizing technology. Furthermore, based on preliminary observations, the learning process in this school still required a large number of applications to aid the learning process and English acquisition, particularly vocabulary for young learners.

Variable

The present study used two variables; independent and dependent variables. The independent variable of this study was Kahoot. The Kahoot was implemented as a treatment during learning or after pre and before post-tests. Meanwhile, the dependent variable was the students' vocabulary mastery through pre-test and post-test.

Population and Sample

The population of the study were English students of the fourth-grade in SD Dana Punia Singaraja. This population was chosen because the previous learning report in vocabulary was low. Therefore, fourth-grade students in SD Dana Punia required further application to assist their vocabulary mastery. In line with this, the researcher used the purposive sampling technique which utilized certain criteria in determining the participants. The criteria are the students have to be able to operate technology such as mobile phones.

Instrument

The study used a test to measure the effect of Kahoot implementation on young learners' vocabulary. The test was divided into two types such as, pre-test, and post-test. These can be defined as the tool to assess participants' baseline knowledge at the beginning of a course and compare it to the information obtained after the course. The vocabulary test consisted of 20

multiple choices. They were adopted from learning material and syllabus. Furthermore, this test had been developed through validity and reliability analysis.

Validity and Reliability

Before conducting the study, the instrument was analyzed through validity and reliability tests. The tests had a purpose to ensuring the validity and reliability of the instrument used. In validity, the instrument was measured by two stages; content validity and construct validity. For the content validity, the instrument (30 items of the test) was assessed by expert judges. The result of expert judgment shown in Table 2.

Table 2. Content Validity Analysis

Judge 1		Judge 2	
Relevant	Irrelevant	Relevant	Irrelevant
30	0	30	0

Based on Table 2, there were 30 relevant items. Afterward, the relevant items were calculated by the Gregory formula. This formula was used to confirm the content validity of the instrument. The Gregory formula shown in Figure 1 and Table 3.

$$\text{Content Validity} = \frac{D}{A+B+C+D}$$

Figure 1. Gregory's Formula

Description:
A : Disagreement between the expert judges
B : Different agreement between the expert judges
C : Different agreement between the expert judges
D : Agreement between the expert judges

Table 3. Gregory's Qualification

Range	Qualification
0.8 – 1.0	Very High
0.6 – 0. 79	High
0.4 – 0.59	Sufficient
0.2 – 0.39	Low
0.0 – 0.19	Very Low

$$\text{Content Validity} = \frac{30}{0+0+0+30} = 1.0 \qquad (1)$$

The content validity showed 1.0, which meant the instrument of this study was valid. In addition, the tests were tried-out in SDN 3 Banjar Jawa. The try-out scores were analyzed using SPSS. 22.0. It aimed to find out the

instrument's construct validity. The result of the analysis was categorized into empirical qualification validity. Furthermore, empirical qualification validity shown in Table 4.

Table 4. Qualification of Empirical Validity

Comparison of r_{pbi} and r_{table}	Categories
$R_{xy} > r_{table}$	Valid
$R_{xy} < r_{table}$	Invalid

There were 30 items in the try-out test with a df (degree of freedom) of 30, and the significance level utilized in this study was 0.01. The study's rtable was 0.349. In addition. Table 5 shown the validity result. The Table 5 showed that there were 10 items invalid, namely 3, 6, 7, 9, 15, 16, 20, 23, 26, 30. While the valid items were arranged into 20 items. It can be concluded that the 20 items were valid for construct validity. Afterward, a reliability test was carried out after conducting the empirical validity. Cronbach-Alpha was used to know the level of reliability of the instrument.

Table 5. Empirical Validity

Question	R-observed	Classification
1	.530	Valid
2	.530	Valid
3	.317	Invalid
4	.498	Valid
5	.611	Valid
6	.308	Invalid
7	.268	invalid
8	.615	Valid
9	.307	Invalid
10	.620	Valid
11	.472	Valid
12	.575	Valid
13	.514	Valid
14	.564	Valid
15	.268	Invalid
16	.335	Invalid
17	.563	Valid
18	.540	Valid
19	.546	Valid
20	.304	Invalid
21	.530	Valid
22	.530	Valid
23	.317	Invalid
24	.498	Valid
25	.611	Valid
26	.343	invalid
27	.575	Valid
28	.514	Valid
29	.564	Valid
30	.259	Invalid

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Table 6. Ratio in Measuring Reliability

Range of Cronbach's Coefficient	Qualification
>0.90	Very High
0.80 – 0. 90	High
0.70 – 0.79	Sufficient
0.60 – 0.69	Low
<0.60	Very Low

Table 7. Reliability Analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
.730	31

Furthermore, the ratio in measuring reliability tests can be seen in Table 6. Meanwhile, The researcher utilized a try-out score and analyzed it through SPSS.22.0. In addition, the reliability analysis shown in Table 7. Based on Table 7, the reliability of the instrument was 0.730. It can be categorized as sufficient. Furthermore, the instrument of this study can be indicated as reliable.

Data Collection

In this study, the pre-test was distributed first to obtain the pre-test score of students. After conducting the pre-test, the researcher gave the Kahoot treatment to the students for six meetings. At the end of treatment, the students were given the post-test. In addition, the pre-test and post-test scores in this study were calculated using SPSS 22.0

Data Analysis

Descriptive statistics and inferential statistics were utilized in this study. These aimed to analyze the data in measuring the effect of Kahoot on young learners' vocabulary mastery. In addition, SPSS 22.0 was used to examine the data. In the descriptive analysis, the mean score, median, range, mode, standard deviation, and variant were calculated through SPSS 22.0. Furthermore, the result's calculation was present in a diagram. It aimed to investigate the students' effect on their vocabulary mastery after the treatment.

The study used inferential statistics to investigate the significant effect of Kahoot implementation on students' vocabulary mastery. In addition, normality tests, T-tests, and effect size were utilized to obtain accurate results. The normality was utilized to determine the normality of data contribution. In SPSS. 22.0, Shapiro-Wilk was used to test the normality of data. If the value was higher than 0.05, the data could be categorized as normal.

While, if the value was less than 0.05, it could be categorized as not normal. The normality formula shown in Figure 2.

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P > 0.05 = the data is normal distribution
P < 0.05 = the data is not normal distribution
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Figure 2. Normality Test Formula

Moreover, the study also used a homogeneity test. It aimed to measure the homogeneity of the data. In this case, the student score was utilized to determine the homogeneity. The data could be classified as homogeneous if the significant value was above 0.05. The equality test scores of sample students also used homogeneity. The qualification of the homogeneity test shown in Figure 3.

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P > 0.05 = the data is homogenous
P < 0.05 = the data is not homogenous
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Figure 3. Homogeneity Test Formula

Furthermore, Paired T-test was used to measure the result of the pre-test and post-test. In line with this, a T-test was utilized to ensure whether or not the research hypothesis was accepted by analyzing the data's significance. The null hypothesis would be accepted if T-observed was higher than the T-critical value. Meanwhile, the null hypothesis was rejected if T-observed was less than the T-critical value. The qualification in determining the hypothesis shown in Table 8.

Table 8. Statistical Hypothesis

Statistical Hypothesis	
$t_{observe} > t_{critical}$ value	Null Hypothesis (H_o) is accepted
$t_{observe} < t_{critical}$ value	Null Hypothesis (H_o) is rejected

In addition, the effect size test also was conducted. It aimed to determine the effectiveness level of treatment when using Kahoot. Cohen's was used to investigate the effect size of the data in this study. The effect size level of Cohen's formula shown in Table 9.

Table 9. Effect Size Level of Cohen's Formula

Effect size (d)	*Level*
0.00-0.12	Weak effect
0.21-0.50	Modest effect
0.51-1.00	Moderate effect
>1.00	Strong effect

FINDINGS

The researcher used a pre-test and post-test in this study to analyze the effect of Kahoot on students' vocabulary mastery. Before using Kahoot in the learning activity, the researcher distributed a pre-test. It aimed to reveal the student's score before treatment. The pre-test was provided by the researcher in the form of paper. The student was given 45 minutes to complete the test. In addition, after completing the test, the researcher presented Kahoot and explained how to use it in the learning process.

Table 10. Student Vocabulary Score

No	Name of Student	Pre-test	Post-test
1	Student 1	35	30
2	Student 2	60	65
3	Student 3	55	60
4	Student 4	65	45
5	Student 5	30	35
6	Student 6	60	65
7	Student 7	40	45
8	Student 8	40	75
9	Student 9	40	65
10	Student 10	65	85
11	Student 11	85	80
12	Student 12	35	40
13	Student 13	65	65
14	Student 14	60	75
15	Student 15	50	70
16	Student 16	75	85

Meanwhile, Kahoot's treatment was followed by a post-test. After being given the treatment during six meetings, the researcher provided the post-test directly in the classroom. The students were given 45 minutes to finish the post-test individually. Moreover, the result of the pre-test and post-test were calculated and shown in Table 10.

Descriptive Statistics

The researcher used statistics program 22.0 to analyze the data descriptively after calculating the pre-test and post-test scores. The mean score and standard deviation were analyzed to reveal how the fourth-grade students of SD Dana Punia Singaraja implemented in the pre-test and post-test. Based on the analysis, the researcher could investigate whether there is an effect on the students' vocabulary mastery while utilizing Kahoot. Table 11 shown the result of the descriptive analysis.

a). Mean

Based on Table 11, the fourth-grade student of SD Dana Punia's mean pre-test score was 53.75, while the post-test mean score was 61.56. It reveals that the mean of the post-test is higher than the mean of the pre-test.

b). Median

Table 11 revealed that the median of the pre-test was 57.50, while the median of the post-test was 65.00. It can be concluded that the median of the post-test is higher than the median of the pre-test.

Table 11. Descriptive Analysis

		Pre-test	Post-test
	Valid	16	16
N	Missing	0	0
	Mean	53.75	61.56
	Median	57.50	65.00
	Mode	40.00[a]	65.00
	Std. Deviation	15.86	17.58
	Variance	251.67	309.06
	Range	55.00	55.00
	Minimum	30.00	30.00
	Maximum	85.00	85.00
	Sum	860.00	985.00

c). Mode

Based on Table 11, the pre-test mode was 40.00, while the post-test mode was 65.00. It indicates that the mode of the post-test is higher than the mode of the pre-test.

d). Range

Based on Table 11, the range score of the pre-test was 55.00, and the range score of the post-test was 55.00. It means that there is no gap between the lowest and the highest scores of the pre-test and post-test.

e). Variance

As seen in Table 11, the variance of the pre-test was 251.67. Nevertheless, the variance of the post-test was 309.06. It indicates that the variance of the post-test is higher than the variance of the pre-test.

f). Standard Deviation

Based on Table 11, the standard deviation of the pre-test was 15.86. Meanwhile, the standard deviation of the post-test was 17.58. It means that the post test's standard deviation is higher than the pre-test's standard deviation.

Inferential Analysis

a). Normality Test

Shapiro-Wilk was conducted to analyze the data's normality in this study. Shapiro-Wilk was utilized because the sample of this study was less than 50 participants. If the value was more than 0.05, the data could be classified as the normal distribution. On the other hand, the data could be classified as non-normal if the value was less than 0.05. In addition, the normality test shown in Table 12.

Table 12. Normality Test

N	Shapiro-Wilk		
	Statistics	df	Sig.
Pre- test	.944	16	.404
Post-test	.926	16	.207

The result showed that the significant value of the pre-test was 0.404. Meanwhile, the significant value of the post-test was 0.207. The result reveal that both groups has a normal distribution with a significant value higher than 0.05.

b). Homogeneity Test

The researcher used the Levene Statistic to conduct a homogeneity test following the normality test. The purpose of the homogeneity test was to prove that the samples were homogeneous. The researcher also used the student's score to determine homogeneity in this test. Furthermore, the homogeneity test shown in Table 13. The Table 13 showed the homogeneity test result. The data could be categorized as homogenous if Levene Statistic (F) value was higher than 0.05 with a significant level above 0.05. The homogeneity test result based on table 13 the significant value was 0.746. It means that

the data of this study was homogenous since all of the significant values were above 0.05.

Table 13. Homogeneity Test

Levene Statistic	df1	df2	Sig.
.107	1	30	.746

c). Hypothesis Testing

In investigating the effect on students' vocabulary mastery, paired T-test was utilized to measure the significant effect after Kahoot implementation in fourth-grade students of SD Dana Punia Singaraja. Furthermore, the result of the T-test shown in Table 14.

Table 14. Paired Sample Test

Paired Differences				
Mean	Std. Deviation	t	df	Sig. (2-tailed)
-7.81250	13.16166	-2.374	15	.031

Table 14 showed the value of Sig. (2-tailed) was 0.031 as the T-observed. Meanwhile, the T-critical value is 0.05. It means the significant value of Sig. was lower than 0.05. In addition, if T-observed is less than the T-critical value, the Null Hypothesis (Ho) is rejected. Therefore, the alternative hypothesis (Ha) in this study was accepted. It can be concluded that there was a significant effect of Kahoot on students' vocabulary mastery.

c). Effect Size

The effect size test was utilized to determine the level of treatment effectiveness. This study utilized Cohen's formula. Using Cohen's formula, the mean score, standard deviation, and pre-test and post-test correlation. The result of effect size shown in Table 15. The result of the effect size test was 0.594. It indicates that the effectiveness of using Kahoot for fourth-grade students in SD Dana Punia Singaraja was the moderate effect. In addition, the effect was considered moderate since it was between 0.51-1.00.

Table 15. Effect Size

	Pre-test	Post-test
Mean	53.7500	61.5625
Standard Deviation	15.86401	17.58017
Correlation	.695	
Cohen's d	0.594	

DISCUSSION

In investigating the effect of Kahoot implementation, pre-test and post-test were used as the instruments in this research. Based on the result of the data analysis above, Kahoot has a significant effect on fourth-grade students in SD Dana Punia Singaraja. Descriptive statistics and inferential statistics have proved it. The post-test mean score was higher than the pre-test (61.56>53.75). In other words, for inferential statistics, the hypothesis testing of this study was 0.031 as the T observed and the T critical value is 0.05. It can be concluded that T observed in this study is less than T critical value, and the null hypothesis of this study is rejected. It means there is a significant effect of Kahoot implementation on young learners' vocabulary mastery.

The significant effect of Kahoot implementation on vocabulary mastery was also highlighted by Al-Manar (2020), who revealed that the student's vocabulary mastery was significantly increased because they got real-time vocabulary practice from the Kahoot application. It was because the student could understand the material provided adequately by Kahoot in the classroom. At the same point, according to Ekinci (2020), Kahoot's application helped students enhance their vocabulary and might help EFL students develop their vocabulary. The use of appropriate gamification such as Kahoot in the learning process is constructive for students in learning English vocabulary Rahman et al. (2018) also stated that using specific game components (gamification) in the teaching and learning process could positively impact students' learning, and teachers or lecturers should extensively use it. In addition, Idris et al. (2020) claimed gamification could improve the teaching and learning experience, making it a better tool for ESL classes.

Moreover, using Kahoot in the classroom can assist the student in developing and increasing their vocabulary mastery. In line with the statement above, the material provided by Kahoot made students easy to understand and remember the vocabulary. According to Wan, Tan, and Goh (2020), Kahoot encourages students to participate in active learning by requiring them to think about and make sense of the vocabulary items to accurately and rapidly answer the questions. Kusumayanthi and Rusmiyati (2021), also stated that using Kahoot

to innovate new vocabularies is more successful because it is easier to remember.

Furthermore, the integration of Kahoot in the teaching and learning process contributes to students' vocabulary mastery because Kahoot has interactive features and helps the student become attractive and focus on the material. This statement is also in line with the research of Rajendran and Shah (2020), Kahoot on its own provides learners with highly interactive opportunities to communicate with their peers in the next classroom. Through the interactive opportunities, Kahoot gave a positive impact on students' vocabulary mastery. Siregar and Angela (2019), claimed Kahoot had a positive impact on young learners' vocabulary mastery. In addition, Sartini (2020), stated that the vocabularies were significantly influenced the Kahoot quiz. Moreover, the students had a positive attitude toward using Kahoot in vocabulary learning; in this case, they were fun and more challenging in the learning process. In line with this, Dellos (2015) also discovered that Kahoot enhances learning by providing a fun and competitive environment.

Nevertheless, Kahoot's impact on fourth grades pupils' vocabulary mastery in SD Dana Punia Singaraja was insufficient. The effect above, which was not maximal, might be caused by the limitation of time and situation. The time allocation given during the treatment was only 45 minutes. Due to the covid 19 outbreak, the government made a new policy for each school in Indonesia. Every school has to apply the learning process with strict health protocol, including 45 minutes allotment for a meeting. It aims to avoid the spread of covid-19 new clusters in education.

Consequently, SD Dana Punia Singaraja was enforcing 45 minutes of learning time in the classroom. If the researcher was given more time to implement Kahoot during the learning process, the effect size of this research could be higher. In short, the current study proved that the implementation of Kahoot has a significant effect in increasing young learners' vocabulary mastery. Furthermore, the implication of this study is Kahoot as gamification in English learning was precise in improving young learners' vocabulary mastery.

CONCLUSION

Regarding the effect of Kahoot in the classroom, the researcher gained that the Kahoot has a positive effect on young English learners in vocabulary learning. The result has proven that the hypothesis of this study was rejected. Hence, there is no significant effect toward Kahoot implementation on young learners' vocabulary. By using Kahoot in the classroom, the fourth-grade student could master English vocabulary. Furthermore, by providing the vocabulary material through the exciting feature of Kahoot in the classroom, young learners were more encouraging and exciting to learn vocabulary. Hence, their ability to master English vocabulary was improved significantly.

Although there was a similar study on the effect of Kahoot on vocabulary mastery for Young English learners, this study was recently conducted by the researcher. Despite this, the researcher does not yet know the responses or opinions of young learners on this application. For further study, the researcher suggests conducting a study regarding young learners' responses toward Kahoot implementation in vocabulary learning. Essentially, this research is not perfect yet, and a similar study should be conducted to investigate students' responses to Kahoot implementation.

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