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Students' Engagement in Learning English Vocabulary using Audiovisual Games in Junior High School

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Abstract

This study investigates student engagement in learning English vocabulary using Kahoot!, an interactive audiovisual gaming platform as a teaching tool in middle school. The subjects in this study are eighth-grade students in the class in the second semester of the academic year 2023-2024. Through classroom observations and in-depth interviews with students, the research explores four dimensions of engagement: emotional, behavioral, cognitive, and agentic. The study finds that Kahoot! effectively enhances student engagement in learning English vocabulary. Students responded positively to Kahoot!, expressing initial excitement, enthusiasm, and motivation in vocabulary learning. They appreciated Kahoot!'s interactive and enjoyable nature, facilitating active participation and friendly competition among classmates. Moreover, Kahoot! aids in improving vocabulary comprehension and retention through audiovisual elements and interactive quizzes. Students also valued the platform for its flexibility, allowing for both independent learning and collaborative activities. Overall, Kahoot! is found not only to boost motivation but also to create a lively classroom environment that is supportive and effective. This research underscores the potential of educational technology like Kahoot! in transforming traditional learning approaches into dynamic and engaging experiences tailored to various learning styles and preferences.

Keywords: *Students' Engagement, Vocabulary, Audiovisual Games, Kahoot*

Abstrak

Penelitian ini menyelidiki keterlibatan siswa dalam pembelajaran kosakata bahasa Inggris menggunakan Kahoot!, sebuah platform permainan audiovisual interaktif sebagai alat pengajaran di sekolah menengah pertama. Subjek dalam penelitian ini adalah siswa kelas delapan pada semester kedua tahun ajaran 2023-2024. Melalui observasi kelas dan wawancara mendalam dengan siswa, penelitian ini mengeksplorasi empat dimensi keterlibatan: emosional, perilaku, kognitif, dan agen. Studi ini menemukan bahwa Kahoot! secara efektif meningkatkan keterlibatan siswa dalam pembelajaran kosakata bahasa Inggris. Siswa merespons positif terhadap Kahoot!, menunjukkan kegembiraan awal, antusiasme, dan motivasi dalam belajar kosakata. Mereka menghargai sifat interaktif dan menyenangkan dari Kahoot!, yang memfasilitasi partisipasi aktif dan persaingan yang bersahabat di antara teman sekelas. Selain itu, Kahoot! membantu meningkatkan pemahaman dan retensi kosakata melalui elemen audiovisual dan kuis interaktif. Siswa juga menghargai platform ini karena fleksibilitasnya, memungkinkan pembelajaran mandiri dan kegiatan kolaboratif. Secara keseluruhan, Kahoot! tidak hanya meningkatkan motivasi tetapi juga menciptakan lingkungan kelas yang hidup yang mendukung dan efektif. Penelitian ini menekankan potensi teknologi pendidikan seperti Kahoot! dalam mengubah pendekatan pembelajaran tradisional menjadi pengalaman yang dinamis dan menarik yang disesuaikan dengan berbagai gaya dan preferensi belajar.

Keywords: Keterlibatan Siswa, Kosakata, Permainan Audiovisual, Kahoot

INTRODUCTION

In this study, the researchers aim to investigate how student engagement in learning vocabulary using Kahoot! as a teaching tool can be enhanced. Based on their experience participating in FKIP teaching activities, they acknowledge that learning and improving English vocabulary is challenging for them. Vocabulary learning in junior high school plays a crucial role in developing students' language skills, as emphasized by Bakti (2017). Effective communication hinges on a strong grasp of vocabulary, facilitating more effective expression. Among the challenges students face are monotonous teaching methods that can diminish interest in vocabulary learning.

Engagement is defined in this study as a concept emphasizing students' level of interest, involvement, and active participation in the educational process. Actively engaged students demonstrate high motivation, focus, and enthusiasm, leading to better academic outcomes and positive learning experiences (Poskitt & Gibbs, 2010). According to Reeve (2005), student engagement encompasses four main dimensions: behavioral, behavioral engagement pertains to the observable actions and involvement of students during the educational process; emotional, emotional engagement concerns the affective or emotional dimension of students' participation in learning. It relates to their level of interest,

passion, and enjoyment in educational activities; cognitive, cognitive engagement refers to the mental exertion, thought processes, and cognitive activities that students invest in their learning; and agentic, Refers to student involvement driven by their active role as agents in their learning experiences. To enhance student engagement in vocabulary learning, the researchers utilize audiovisual gaming-based media. Media, in general, refers to tools capable of delivering messages to stimulate students' thoughts, emotions, attention, and interest, thereby facilitating optimal learning processes (Ramli, 2012). For example, audiovisual media in schools effectively combines visual and auditory elements, enhancing student engagement and comprehension of materials. Gamification, as described by Burke and Brian (2014), integrates game elements into non-game contexts to boost motivation, engagement, and user loyalty.

Kahoot! serves as an example of an audiovisual gaming-based platform used in education. Through Kahoot!, teachers can create learning presentations in the form of quizzes and collaborative activities accessible to students using personal devices like smartphones or laptops (Thanavathi, 2020). Engaging students through interactive platforms like Kahoot! can make vocabulary learning enjoyable and effective. Teaching vocabulary involves more than just imparting knowledge; it requires creating meaningful learning experiences. Hackman (2008) and Allen (1983) emphasize the pivotal role of teachers in enhancing students' vocabulary through engaging and varied teaching methods. Good teachers balance clear instruction, empathy, and active student participation, creating a conducive environment for acquiring vocabulary and overall language development.

According to Thanavathi (2020, p. 62), the advantages of using Kahoot! As a learning tool include: accessibility, Kahoot! is easily accessible and can be played on various devices such as smartphones, tablets, and laptops; assessment tool, Kahoot! Provides educators with a visual bar graph that allows them to assess learners' understanding of the material, student engagement; Kahoot! Incorporates game elements, making the learning experience entertaining and fun for students; imagination and creativity, educators can create customized quizzes or challenges that encourage students to think critically, solve problems, and express their ideas creatively, and collaborative learning; students can work together in teams, discuss answers, and learn from one another. This promotes peer interaction, communication, and the development of teamwork skills.

Several studies have explored the use of Kahoot! in English language learning, each with unique characteristics regarding participants, research stages, methods, designs, and challenges encountered (Benhadj, El Messaodi, & Nfissi, 2019; Singh, 2020; Quiroz et al.,

2021; Masoud et al., 2020; Cardenas-Moncada et al., 2020). Unlike these studies, the current research adopts a qualitative approach to deeply explore students' experiences and perceptions of Kahoot!, focusing on its impact on behavioral, cognitive, emotional, and agentic engagement in learning English vocabulary through gaming-based audiovisual learning media.

This study aims to understand how Engaging Student Vocabulary Learning Using Audiovisual Gaming-Based Media in Junior High School is facilitated. Therefore, the objective of this research is to describe student engagement with the use of Kahoot! as a learning tool in vocabulary learning.

METHOD

Data collection

In this research, the researcher employs a qualitative approach. Qualitative descriptive research is a type of research where the results are expressed in the form of words, sentences, or images without using numbers or nominal values (Nasution, 2023, p. 3). Qualitative research is an in-depth method that focuses on understanding from a subjective perspective. One of its characteristics is the involvement of descriptive data. The data collection techniques include observations and interviews.

The design method used in this research is descriptive case study research. This method aims to specifically describe factual events that occur in society by analyzing in-depth a particular case, both in terms of the case's circumstances and actions, as well as the case's reactions to certain treatments (Hardani et al., 2020, p. 68-76).

The subjects in this study are eighth-grade students in the class in the second semester of the academic year 2023-2024. Their English level ranges from elementary to intermediate. The subjects in this study are eighth-grade students (aged around 13-14 years) at a Madrasah Tsanawiyah (MTs) middle school in West Java. The study was conducted during the second semester of the 2023-2024 academic year. The total number of subjects is 25 students, consisting of 16 female students and 9 male students. They will be divided into 10 groups, each consisting of 2-3 students. Their English proficiency levels range from elementary to intermediate.

In this study, the instruments used are observation and interviews. The use of participatory observation and structured interviews is crucial. Observation helps researchers to directly engage in observed situations or student interactions, while pre-determined interview questions assist in gathering in-depth information from all participants. Both

instruments are employed to obtain consistent and comprehensive data, which are then analyzed to gain a deeper understanding of the phenomenon under study.

This is an example of observation and interview guidelines used by researchers. Observation guidelines in research aim to ensure that data is collected consistently and accurately. They also help researchers reduce errors and follow the same steps.

Table 1. Observation Guidelines

No	Observed aspects	Check List	Description
	Emotional:		
1.	- Students' interest and motivation - Demonstrate positive attitudes and enjoyment		
	Behavioral		
2.	- Active participants - Completing assignments		
	Cognitive:		
3.	- Deep comprehension of the material - Evaluation and problem-solving solutions		
	Agentic:		
4.	- Take the initiative to ask questions, seek additional material resources, and engage in discussions. - Use of Technological Resources - Able to work together with others and communicate effectively		

Interview guidelines are essential in ensuring that research is conducted systematically, and ethically, and produces reliable data. Here are the questions researchers ask participants.

Table 2. Questions Interview

No	Questions
1.	How do you feel when using Kahoot to learn vocabulary?
2.	Do you feel happy, excited, or motivated when using Kahoot?
3.	Do you feel frustrated or anxious when using Kahoot?
4.	Do you feel that Kahoot helps you learn vocabulary better?
5.	Are you more focused and engaged when using Kahoot?
6.	Do you participate more actively in class when using Kahoot?
7.	Do you collaborate more with classmates when using Kahoot?

8.	Does Kahoot help you understand the meanings of new words?
9.	Does Kahoot help you remember new words?
10.	Does Kahoot help you set your own learning goals?
11.	Does Kahoot help you monitor your learning progress?
12.	Does Kahoot help you learn independently?

Data Analysis

Data analysis is a systematic process of breaking down, understanding, and interpreting data to obtain useful information, draw conclusions, and support decision-making. According to Miles and Huberman (in Hardani et al., 2020), data analysis in qualitative research is divided into three stages:

1. Data Reduction: Researchers select and simplify essential data from observations and interviews to understand and assess student engagement in learning vocabulary using Kahoot! This process represents the entirety of the collected data.
2. Data Presentation: The results of data reduction are systematically presented in a report, organized clearly in descriptive text to facilitate reader comprehension. Data is presented to illustrate students' engagement in learning vocabulary using Kahoot!
3. Drawing Conclusions and Verification: This process integrates research findings to draw final conclusions based on the preceding descriptions. Thus, the conclusions of this qualitative research can address the initial research question regarding students' engagement in learning vocabulary using Kahoot!

RESULTS AND DISCUSSION

Findings

Observation provides a detailed picture of how the learning process takes place in the classroom and interview session, the researcher conducted interviews with 25 eighth-grade students, divided into 10 pairs. Each pair discussed their experiences and exchanged ideas about their responses to the learning process. Here, the researcher will describe the responses of the students without revealing their identities. The interviews focused on understanding student responses related to their learning outcomes and experiences after using Kahoot for vocabulary learning.

Emotional

Respondents described their initial feelings when they first experienced learning with Kahoot, ranging from happiness, enthusiasm, and motivation to frustration, anxiety, and other negative emotions.

"Kami merasa senang, karena saat belajar vocabulary menggunakan Kahoot belajar bisa dilakukan sambil bermain."

("We felt happy because learning vocabulary using Kahoot can be done while playing.") (R1)

This sentiment was echoed by other respondents. Here are excerpts from their statements:

"Perasaannya sangat seru dan senang, dan ketika belajar dengan kahoot membuat belajar vocabulary menjadi lebih mudah."

("It feels very exciting and fun, and learning vocabulary with Kahoot makes it easier.") (R3)

"Ya, permainan seru dari Kahoot membuat kami merasa senang, bersemangat, dan termotivasi dalam belajar."

("Yes, the fun game from Kahoot makes us feel happy, excited, and motivated to learn.") (R10)

From the statements above, it can also be described that when learning vocabulary using Kahoot, they feel happy and enjoy it. R1 and R3 stated that using Kahoot brings happiness because this method combines learning with games. This indicates that students find learning activities more engaging and enjoyable when interspersed with game elements, making the learning process less boring. This is supported by R10's statement that using Kahoot in vocabulary learning provides a highly positive experience for students. They did not experience negative feelings such as frustration or anxiety. This shows that game-based learning methods like Kahoot can be very effective in enhancing motivation, engagement, and student learning outcomes.

Behavioral

The behavioral aspect of student engagement refers to student behavior that shows student involvement in learning. The behavioral aspect here can be observed and divided into three: students' views on whether Kahoot makes learning better, student focus while learning using Kahoot, and student activeness in class during learning.

"Kami merasa sangat terbantu karena saat bermain Kahoot kami merasa ada persaingan dengan teman karena ada tantangannya."

("We feel very helpful because when playing Kahoot we feel like there is competition with friends because there are challenges.") (R1)

The answer from R1 shows that Kahoot makes learning better through competition and challenge. Kahoot manages to create a competitive and fun learning environment,

which contributes to increased learning effectiveness.

"Pembelajaran kali ini terasa lebih fokus karena belajar bahasa Inggris tidak seperti belajar biasanya yang hanya terpaku pada buku paket dan lembar kerja siswa."

("This learning session feels more focused because learning English isn't like usual where we are just stuck with textbooks and worksheets.") (R1)

The response from R1 indicates that using Kahoot in learning English provides a more focused experience compared to traditional methods like textbooks and worksheets. Therefore, students feel that Kahoot helps them stay engaged and concentrated in learning and understanding English material.

This is also supported by other students' statements:

"Ya apalagi soal kuisnya itu dari materi yang diajarkan jadi harus fokus untuk menemukan jawaban yang benar."

("Yes, especially since the quiz questions are based on the material taught, so we have to focus to find the right answers.") (R6)

Students participate in this activity throughout the learning process, as seen by their completion of assignments, cooperation with other students, and asking questions. Active participation from students has a big impact on how well they learn. The learning process should be more successful the more engaged the students are.

"Ya kami merasa pembelajaran kali ini siswa lebih aktif di kelas mungkin karena saat belajar memakai kahoot pembelajaran terasa lebih seru."

("Yes, we feel that this time students are more active in class, maybe because learning with Kahoot makes the learning process more exciting.") (R1)

"Belajar menjadi lebih aktif menggunakan Kahoot karena ada persaingan untuk mendapatkan poin tertinggi dengan teman yang lain saat menjawab soal-soal kuis."

("Learning becomes more active using Kahoot because there is competition to get the highest points with other friends when answering quiz questions.") (R7)

R1 believes that Kahoot makes learning more interesting and fun, thus motivating students to actively participate in class. According to R7, the competition in Kahoot encourages students to be more active in learning. They compete with friends to achieve the highest score, which directly increases student engagement and focus during the learning session.

Cognitive

The cognitive aspect of student engagement refers to the extent to which students engage in deep thinking processes such as the extent of students' comprehension, recall,

and problem-solving during learning. Some of the cognitive elements of student engagement include group problem-solving, students' understanding of vocabulary, and student memory of learned vocabulary.

Problem-solving during Kahoot was observed in group settings, where students actively communicated and collaborated to determine correct answers within the given time limit. This active communication highlighted effective teamwork among students.

"Ya dengan pembelajaran ini membuat kita lebih banyak berinteraksi dengan teman, persaingan sesama tim kelompok untuk bisa mendapatkan poin tinggi sangat menyenangkan."

("Yes, with this learning, it makes us interact more with friends, the competition among group teams to get high scores is very enjoyable.") (R10)

"Memakai Kahoot menjadi lebih tahu dan paham dengan materi karena ada video pembelajarannya sehingga tau cara penulisan dan pengucapan dari vocabulary dengan benar."

("Using Kahoot makes it easier to know and understand the material because there are instructional videos, so we know the correct way to write and pronounce vocabulary.") (R7)

According to R7, it is easier to understand the material because of the unique instructional videos. They not only read the words but also hear and see their usage in context, significantly enhancing their understanding.

"Kami bisa langsung mengingat vocabulary yang baru diajarkan karena belajar menggunakan Kahoot adalah pembelajaran yang unik."

("We can immediately remember new vocabulary taught because learning using Kahoot is a unique learning method.") (R1)

"Iya, karena dengan belajar menggunakan Kahoot kita menjadi lebih tau banyak vocabulary baru dan juga dengan menggunakan Kahoot membuat belajar mudah dipahami, jadi membuat kita mengingat kosakata baru."

("Yes, because with learning using Kahoot, we become more familiar with many new vocabula

ries, and also using Kahoot makes learning easier to understand, so it helps us remember new vocabulary.") (R3)

"Karena setelah pemaparan materi oleh guru itu kita diberi latihan soal untuk lebih mengingat kosakata yang sudah diajarkan."

("After the teacher's explanation, we are given exercises to remember the vocabulary that has been taught.") (R4)

For R1 the uniqueness of using Kahoot as a learning method makes the classroom atmosphere more interesting and enjoyable, making it easier for students to remember new vocabulary. R3 feels that learning using Kahoot helps them become familiar with many new vocabulary and makes the learning process easier to understand. Similarly, exercises after the teacher's explanation help strengthen students' memory as they practice and apply newly learned vocabulary.

Agentic

The agentic aspect of student engagement refers to the extent to which students feel in control and influence over their own learning. The following are some elements of agentic engagement: Understanding students' goals and benefits of learning, progress and success in student learning, and assisting students in self-learning.

"Untuk memperbanyak kosakata baru bahasa Inggris."

("To expand my English vocabulary.") (R4)

"Tujuan saya belajar vocabulary baru pakai media Kahoot adalah agar lebih mudah mengingat vocabulary tersebut karena adanya gambar dan video dari Kahoot membantu saya untuk lebih cepat dan efektif dalam menghafal kata-kata baru."

("My goal in learning new vocabulary using Kahoot is to make it easier to remember the vocabulary because the images and videos from Kahoot help me memorize new words more quickly and effectively.") (R5)

Both responses from R4 and R5 show that students' goals in learning vocabulary using Kahoot are to increase their English vocabulary. R5 emphasizes that using audiovisual media in Kahoot helps them remember and memorize new words effectively.

Based on students' answers and responses in the interviews, researchers can determine the successes and progress students achieve after learning vocabulary using Kahoot. The following responses represent other students' answers and responses.

"Iya, karena menjadikan kita lebih fokus dan lebih aktif, karena dengan Kahoot bisa menggunakan gambar-gambar."

("Yes, because it makes us more focused and more active because, with Kahoot, we can use pictures.") (R4)

"Karena kita saling berlomba untuk mendapatkan nilai tertinggi dan adanya batas waktu pengisian dalam menjawab soal-soal kuis kita belajar menjadi lebih fokus, mengerjakan soal lebih cepat dan tepat."

("Because we compete to get the highest score and with the time limit for filling in the quiz questions, we learn to be more focused, complete the questions faster, and more

accurately.") (R8)

Both responses indicate that using Kahoot in learning not only improves focus but also increases speed and accuracy in completing tasks. This reflects that Kahoot can effectively motivate students and enhance their abilities in active and competitive learning.

By using Kahoot as a learning tool, students can engage with this platform independently, not just in groups, thus providing an interactive and self-directed learning experience.

"Mungkin di rumah kita bisa memainkan Kahoot untuk pembelajaran lainnya selain bahasa Inggris karena cara memainkan Kahoot cukup mudah diakses oleh anak-anak zaman sekarang."

("Maybe at home, we can use Kahoot for other subjects besides English because Kahoot is easily accessible for children nowadays.") (R10)

This response indicates that students recognize Kahoot's usefulness, especially in modern times. The attractiveness of Kahoot provides potential for use not only in learning English but also in other subjects. This reflects the flexibility and appeal of Kahoot as a learning tool, both for individual and group settings, accessible anytime and anywhere.

Discussion

Qualitative research methods were used in this study, as was covered in the research methodology sub-chapter. Research processes that yield descriptive data in the form of people's written or spoken words and observable behavior are known as qualitative research methods (Nasution, 2023, p. 3).

In-depth observations and interviews with 25 students divided into 10 groups were conducted to determine and describe whether and how students are engaged with the use of Kahoot! as a learning tool in studying vocabulary. This engagement was viewed from emotional, behavioral, cognitive, and agentic aspects (J. Reeve, 2005).

The first aspect examined in vocabulary learning using Kahoot! is the emotional aspect. In this aspect, it was evident that students were very positive during vocabulary learning using Kahoot! Students showed significant interest, motivation, and positive attitudes, creating an enjoyable and effective learning environment (Poskitt and Gibbs, 2010, p. 9). This proves that the use of Kahoot! in learning not only facilitates material understanding but also increases student engagement and happiness in the learning process. The feeling of enjoyment arises because they can learn while playing, making the learning process more enjoyable and interactive.

The behavioral side comes next. Students in the classroom exhibited active activity in

this regard. Their eagerness in responding to all of the teacher's and Kahoot's quizzes' questions demonstrated their active engagement in learning! Numerous students engaged in healthy rivalry by striving to answer the questions as rapidly as possible (Bender, 2017). Students' activeness was also seen in their good teamwork, where they helped each other, shared ideas, and learned from one another in their groups. Additionally, students were active in taking notes on the material presented. It was observed that students prepared writing tools like pens and notebooks before the lesson began. When the teacher presented the material, students were busy listening, paying attention, and noting important points about the new vocabulary they heard. These behaviors indicate that the use of Kahoot! in vocabulary learning can increase student activeness and engagement in the learning process, and help them in taking notes and understanding the material presented.

The cognitive aspect was also examined. Through the use of Kahoot!, students' cognitive aspects in vocabulary learning increased. The unique game of Kahoot! not only helped them better understand and remember new vocabulary but also encouraged them in leadership, discussion, and teamwork, making learning more effective and enjoyable (Fuady, R. & Mutalib, A. A., 2017, p. 1-6).

Lastly, the agentic aspect was examined. Agentic behavior was observed through the use of Kahoot! in learning, which showed that students were comfortable and skilled in using technology, such as mobile phones, to participate in learning (Thanavathi, 2020, p. 3). Some students even helped their peers who were having difficulties, showing a spirit of cooperation and support. Furthermore, Kahoot!'s combination of audio and visual aids helped students better understand and remember vocabulary (Burke and Brian, 2014). Additionally, students began to show attitudes in setting and developing plans to achieve their learning goals, such as mastering the material taught. This allows students to gain new knowledge, develop good behavior, and master the material after the learning process (Trust, T., 2022, p. 115).

This study found that the use of Kahoot! as a learning tool is effective in increasing student engagement in learning vocabulary. These findings are consistent with previous research conducted by Benhadj, El Messaodi, and Nfissi (2019), Singh (2020), Quiroz et al. (2021), Masoud et al. (2020), and Cardenas-Moncada et al. (2020).

Overall, this study and the aforementioned studies provide strong evidence that Kahoot! is an effective learning tool for increasing student engagement in various educational contexts. The alignment of these findings indicates that the benefits of using Kahoot! in education are universal, regardless of geographical location, educational level, or subject matter taught. Thus, this study reinforces the evidence that Kahoot! can be a very

useful tool for improving the quality of learning at various educational levels and in various fields of study.

CONCLUSION

Based on the research results the researcher can conclude that the use of Kahoot! as a learning tool in vocabulary acquisition has shown high and significant student engagement. This engagement encompasses various aspects, namely:

1. Cognitive Engagement: Students are more actively involved in processing information and learning new vocabulary. This indicates that this tool is effective in enhancing students' cognitive engagement.
2. Emotional Engagement: The learning environment created by Kahoot! is highly interactive and enjoyable. This makes students feel more motivated and enthusiastic about learning vocabulary during the learning process.
3. Behavioral Engagement: Students show increased participation in learning activities. They are more active in answering questions, interacting with the material, and participating in group discussions.
4. Agentic Engagement: Students not only show improvement in understanding and mastering the material but also in technology skills, collaboration, responsibility, and independent learning. This proves that Kahoot! can be an effective tool for enhancing students' agentic engagement in learning.

According to the justification provided, there is a significant and favorable relationship between student engagement with vocabulary learning and the usage of Kahoot! as a learning tool. By improving students' cognitive, emotional, behavioral, and agentic engagement, Kahoot! improves vocabulary learning's overall efficacy and outcomes. The goal of the research project is to advance science development for the benefit of organizations, students, instructors, and other relevant parties. The study proposes that students actively use technology, such as Kahoot!, to enhance their vocabulary mastery, engage in class activities, and work cooperatively with classmates. Instructors are advised to regularly employ interactive resources such as Kahoot! in order to improve student engagement and add excitement to the learning process. Future researchers it is recommended to involve a large number of participants and a longer period of time regarding the relevance of students' engagement in learning vocabulary by Kahoot in order to get more comprehensive, detailed, and relevant results. These suggestions are intended to ensure the research results contribute significantly to the advancement of science and educational practices across various institutions.

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