Appealing Grammatical Competence: Exploring the Effectiveness of Kahoot! on Young Learners' Language Proficiency

Maya Marsevani[1], Gabriela Micheline Slikker[2], Leil Badrah Zaki[3] [ID]
[1,2,3] Faculty English Language Education, Universitas Internasional Batam, Batam, Indonesia

A B S T R A K

Masalah yang dibahas dalam penelitian ini adalah perlunya metode yang menarik dan efektif untuk meningkatkan pembelajaran tata bahasa di kalangan siswa sekolah dasar. Tujuan penelitian dari studi ini adalah untuk menyelidiki kelayakan penggunaan Kahoot! sebagai alat untuk meningkatkan tata bahasa di kelas, terutama untuk pelajar muda, dalam satu-satunya kursus bahasa Inggris yang menggunakan buku-buku yang diterbitkan oleh Cambridge University Press. Enam siswa sekolah dasar di tingkat Bahasa Inggris A2 berpartisipasi dalam salah satu kursus Bahasa Inggris yang dipilih sebagai subjek. Metode pengumpulan data meliputi pra-tes, pasca-tes, dan wawancara semi-terstruktur. Peneliti menerapkan Kahoot! empat kali selama penelitian. PTK dilakukan dalam satu siklus, karena hasil dari siklus ini dianggap cukup. Instrumen yang digunakan untuk pengumpulan data adalah pra-tes, pasca-tes, dan wawancara semi-terstruktur dengan guru. Analisis data melibatkan perbandingan hasil pra-tes dan pasca-tes untuk mengukur peningkatan dan transkripsi respons wawancara untuk mengumpulkan wawasan kualitatif. Hasil utama mengungkapkan peningkatan yang signifikan dalam kinerja tata bahasa siswa. Nilai rata-rata meningkat dari kategori "buruk" pada pra-tes menjadi nilai rata-rata 93 pada pasca-tes, yang termasuk dalam kategori "sangat baik". Kesimpulan yang diambil dari penelitian ini adalah bahwa penggunaan Kahoot! memiliki dampak positif pada pembelajaran tata bahasa dan perilaku pelajar muda. Implikasi dari penelitian ini menunjukkan bahwa penelitian di masa mendatang harus mengeksplorasi modifikasi pendekatan ini pada keterampilan bahasa lain yang berbeda untuk lebih meningkatkan hasil pembelajaran siswa.

A B S T R A C T

The problem addressed by this research is the need for engaging and effective methods to enhance grammar learning among primary students. The research aims of this study were to investigate the feasibility of using Kahoot! as a tool to improve grammar classrooms, especially for young learners, in the only English course that uses books published by the Cambridge University Press. Six elementary students at the A2 level of English participated in one of English course choosen as subject. The data collection methods included pre-tests, post-tests, and semi-structured interviews. Researchers implemented Kahoot! four times during the study. The CAR was carried out in one cycle, as the results from this cycle were deemed sufficient. The instruments used for data collection were pre-tests, post-tests, and semi-structured interviews with the teacher. Data analysis involved comparing pre-test and post-test results to measure improvement and transcribing interview responses to gather qualitative insights. The main results revealed a significant improvement in students' grammar performance. The average score increased from a "poor" category in the pre-test to an average of 93 in the post-test, which falls under the "very good" category.The conclusion drawn from the study is that the use of Kahoot! has a positive impact on young learners' grammar learning and behavior. The implications of this research suggest that future studies should explore modifications of this approach to other different language skills to further enhance student learning outcomes.

1. INTRODUCTION

Grammar is a primary element of concern for every language as the formation of a sentence mainly depends on its sentence structure. According to previous studies without the grammar, students cannot visualize a sentence (Paputungan et al., 2022; Rao, 2019). Therefore, grammar is necessary to construct sentences that are correct, precise, and reasonable. When studying English, students ought to have the ability in employing sentences with a proper grammar, and vocabulary. Grammar demonstrates word forms, word structures, and

word placement within phrases. In other words, grammar presents the rules for the common use of both spoken and written language in facilitating mutual comprehension (Arumdyahsari et al., 2016; Normawati & Nugrahaeni, 2024).

Thus previous study implies that grammar skill is essential and can influence a person's ability to succeed in English (Mirazna & Hikmah, 2019), recognizing the importance of grammar and striving to improve one's grammar skills can significantly contribute to success in English, both academically and professionally. Hence, it is support by other studies state that many EFL teachers view grammar as a fundamental framework language and a key component in raising the accuracy of the English language (Alem, 2021; Almuhammadi, 2020). Previous study also supports that grammar is one of the disciplines in the curriculum that must be taken by students specializing in English education (Marsevani, 2023).

However, it is difficult for the students to acquire English grammar. In agreement, it should be noted that grammar is not an easy subject to master, and that most students find it tedious or challenging (Golda, 2019). The researchers also found the same problem such as they might get bored quickly and showed a lack of knowledge of grammar rules. Researchers also noticed that in most of the meetings, students prefer to go to the computer lab which have an extra materials and games on it. When in the classroom, teacher mostly use computers to integrate Cambridge one press book to teach students materials that completely as same as on the pupil's book. It was found that teacher in the classroom, rarely use games that can attract student motivations to activate student activeness (Fajrina et al., 2023; Najah, 2020).

To solve this problem, researchers intend to improve students' grammar skills by using appropriate and fun strategies, a suitable strategy to apply is to use Kahoot! (Hilary et al., 2024; P. Lestari & Sihombing, 2022). Kahoot! As one of the digital game-based learning that can integrate elements of components and teamwork in problem solving at each stage of the problem or can be done individually which is in accordance with the ability that students have difficulty with, namely grammar (Alfansyur & Mariyani, 2019; Sukma et al., 2021). The reason why researchers choose to employ Kahoot! is because by engaging grammar instruction since it is a widely used, free, and simple application that can be used on any type of device via websites or applications, making it highly accessible for both teachers and students (Felszeghy et al., 2019; Santoso & Widiyanti, 2022).

In addition, researchers also agreed that Kahoot! contains quizzes, games and discussion features that are expected to improve students' performance in learning and can create a fun environment. Using the Kahoot! app to attract students' interest is very interesting. There is a time limit for responding; if auto correct or auto incorrect, the solution will show up on the screen right away. When the game's over, Kahoot! will show the top three finishers with the highest score on the podium (Fazriyah et al., 2020; Quiroz et al., 2021). By using Kahoot!, teachers may create an environment where students are more motivated and engaged in the process of learning grammar. In research studies have made it clear that the Kahoot! app is a useful resource for studying and revising English grammar. Additionally, the goal of this study is to find out how Kahoot! can help young learners to enhance their grammar skills.

As the previous studies are primarily digital natives it is highly required for the teachers to become more aware in bridging the gaps between today's students and teaching-learning materials by creating a fun digital learning atmosphere in classroom to accommodate students' needs and habits of learning grammar (Gyasi et al., 2020; Nguyen et al., 2022). To remedy this problem, one of the most prominent instructional methods is through the gamification strategy which implementing Kahoot! in classroom (Mahbub, 2020). Besides, conduct Kahoot! in high school students but different skills. However, researchers cannot find the recent research whereas Kahoot! use in primary students (Elvyra & Pratiwi, 2023; P. Lestari & Sihombing, 2022). To conclude, previous studies have shown the value of gamification in addressing these challenges, offering motivation, immediate feedback, and increase engagement (Ali & Abdalgane, 2022; Bouchrika et al., 2021; Persico et al., 2019). Therefore, researchers believe that Kahoot! could be answer of the problem and will enhance the grammar skills of the young learners. Hence, this research plan to investigate how Kahoot! can improve student's grammar skills for young learners.

The study aims to determine whether the integration of Kahoot! practice in grammar can address challenges that found by researchers, such as learning grammar is hard and challenging, triggering to be more passive in learning grammar skills. By implementing Kahoot!, the researchers seek a proof whether it is an effective digital-game based learning tools that can enhance grammar education especially in primary students.

2. METHOD

In this study, Classroom Action Research (CAR) was employed by the researchers. Therefore, researchers believed that CAR allowed researchers to address problems directly, and by applying a suitable solution, it could improve the classroom learning environment. This was the reason behind the use of CAR. Hence, this could entail putting new interventions into place or changing current ones in response to continuous evaluation and input, especially in grammar skills. CAR method was used to ascertain what functions best in the classroom to improve student learning (Mettetal, 2002). This approach involved the researchers acting as both an

observer of what the students were doing during the teaching and learning process and as a practitioner, or teacher. To conclude, the researchers used four steps namely: planning, acting, observing, and reflecting. This was shown by Figure 1. Lewin (1946) research spiral stages.
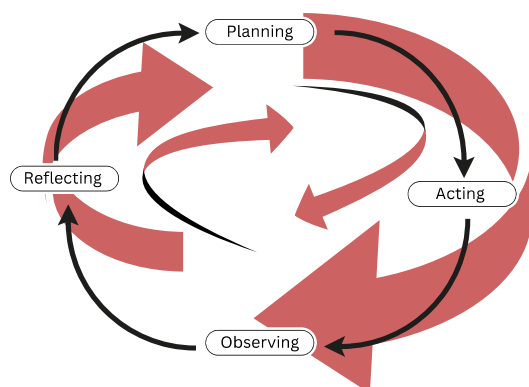
Figure 1. Kurt Lewin's Research Spiral Stages

This research was taking place in one of English course in Batam. Since, it was the only academic English course in Batam that used materials from Cambridge University Press that concentrated on building each student's foundation in learning the language, the researchers decided to conduct CAR there. Additionally, the use of Cambridge University press textbooks that used in the English course, hve an instruction demonstrates the quality and pedagogical approach based on students' English proficiency, setting it apart from other English courses. Moreover, the teachers followed Cambridge guidelines and materials while learning on and using computers. The study participants in this research consisted of 6 primary students, which are 5 females and 1 male, who belong to Power Up 2 class in A2 level. Power Up 2 students were struggling with grammar. However, they were eager to learn, highly motivated to learn new words in English, and respectful of one another. This was why the researchers used purposeful sampling to select Power Up 2 class.

First, pre-test and post-test will be used by the researcher for the instrument. To measure an improvement in grammar proficiency, researchers intended to use Kahoot! as a gamification technique. The interpretation of the table scoring is show in Table 1.

Table 1. Scoring Interpretation

Score	Category
10-39	Very Poor
40-60	Poor
61-70	Average
71-80	Good
81-100	Very Good

Second, a semi-structured interview would be the second instrument that used by the researchers as it facilitates the collection of detailed information in a flexible and responsive manner. Furthermore, because everyone at the English course spoke English fluently, the interview would be held in English. There would be 14 questions for the interview and adapted from (Adnyani et al., 2020; Asifayanti et al., 2021; Thuy & Hung, 2021). Researchers will interview 2 teachers, namely Mr. M and Ms. D, because both teachers already know the characteristics of the Power Up 2 students and are familiar with them.

Firstly, the researchers will need to analyze the pre-test and post-test. The pre-test will be done using the extension test from Cambridge University Press. The pre-test questions will be filled-in-the blank questions with 20 questions and considered a homogenous design. Thus, after the pre-test done by the students, the researcher will take an action using Kahoot! to improve their grammar skills. Secondly, the researcher will observe and apply the post-test from their unit test to test the student's grammar skills and analyze their scores using the rubric. Then, to determine whether students' grammar will improve, the pre- and post-test averages are compared. Lastly, the researchers also need to analyze interviews that will be transcribed to support the study results.

3. RESULT AND DISCUSSION

Result

Planning stage

In the first stage, researchers have done an observations of the Power Up 2 class, researchers noticed that students faced greater challenges with grammar skills compared to other areas of study. As a result, the researchers were assigned to teach this class and chose to implement a targeted strategy specifically designed to address the students' grammar difficulties. This strategy aimed to provide ample opportunities for practice and improvement in grammar skills.

Therefore, to effectively support this approach, the researchers decided to administer an offline grammar skills pre-test. This pre-test was scheduled to take place after the students had completed their current unit of study. The purpose of the pre-test was to assess the students' existing grammar knowledge and identify specific areas where they needed further support and practice. By evaluating the students' performance on the pre-test, the researchers aimed to tailor their teaching methods and activities to better meet the students' needs, ultimately enhancing their grammar proficiency.

Pre-test

The pre-test was necessary to confirm whether the students' initial grammar skills were indeed problematic by measuring their baseline abilities. The exam, consisting of ten fill-in-the-blank questions, was taken from a Cambridge University Press book. While students appeared focused during the pre-test, the researchers noticed that they failed to double-check their answers after completing it. As a result, five out of six students scored very poorly, with an average score of 54 out of 100. The students expressed confusion and found the grammar section difficult, indicating they needed more time to understand the material fully. This was supported by Mr. M's observation that many students lack motivation in grammar class because they perceive it as challenging and uninteresting. When students find the material difficult and irrelevant, they easily become bored and demotivated, making it hard for them to grasp grammar concepts. To address this, the researchers decided to use Kahoot! to demonstrate that learning grammar can be enjoyable and straightforward. The results of Grammar pre-test score is presented in Table 2.

Table 2. Grammar Pre-test Score

List students	Pre-test score
Student A	60
Student B	40
Student C	20
Student D	50
Student E	100

The grammar pre-test results clearly show that only Student E achieved an excellent score among the five students. The overall mean score was 54, which falls into the "poor" category. Students A, B, and D are classified as "poor," while Student C, who had the lowest score in the class, is classified as "very poor." According to the researchers, Student C tends to have a slower learning pace when processing materials. In an interview, Mr. M noted that while some students in Power Up 2 can keep up quickly, others, like Student C, struggle significantly with grammar.

Kahoot! implementation strategy

In this stage, researchers implemented Kahoot! the strategy and when the implementation process concluded, researchers draw a conclusions about what occurred and what the students have gained. Researchers incorporated Kahoot! as an educational tool in the classroom setting. To ensure that students comprehended the instructions clearly, the researchers first asked preliminary questions before starting the use of Kahoot!. This preliminary questioning was crucial for confirming that the students had a solid understanding of the material. After dedicating an hour to studying the provided materials, the students then engaged with Kahoot! to answer questions that reflected the researchers' explanations. In preparation for this activity, the researchers meticulously designed the Kahoot! content to align with the students' current learning progress, ensuring that it was relevant and supportive of their educational development. The researchers then scheduled a 20-minute session specifically for playing Kahoot!, allowing students to apply what they had learned in a dynamic and interactive manner.

To practice using Kahoot!, students were permitted to use their phones in class specifically for grammar exercises. They were instructed to open their phones and enter the Kahoot! game pin and passcode, following a step-by-step process guided by the researchers. Each student worked through the Kahoot! questions individually.

Since none of the students had prior experience with the Kahoot! app, they were all very excited upon its initial introduction. According to the researchers, this excitement was further amplified because the students felt that the app increased their enjoyment of the learning process. The students were particularly amazed by the features and badges offered by Kahoot!. During an interview, Ms. D noted that the students were thrilled to play Kahoot! due to its vibrant graphics. Researchers pointed out that this new technology provided a fresh and engaging way for students to improve their grammar skills. Throughout the game, the students were very animated, finding the timer to be the most challenging aspect. They were enthusiastic about competing and catching up to one another.

As the students completed all the questions, three out of the five made it to the podium, which added to their excitement. Near the end of the Kahoot! session, the students' happiness peaked during the podium portion. This observation reinforced Mr. M's statement that Kahoot! badges and leaderboards could serve as excellent and motivating tools for grammar practice. Interestingly, the class's slowest learner finished in second place in the first game, highlighting the positive impact of using Kahoot! for the first time. When researchers asked the students for their feedback on using Kahoot!, the students responded positively, stating that they found it excellent and expressed a desire to use it again in future sessions.During the second meeting, students displayed heightened curiosity about Kahoot!, making it an unusually engaging session. They were instructed to study their material and practice as usual to maintain their learning progress. When the researchers announced they would be playing Kahoot!, the students quickly organized their books and paid close attention to the instructions. This time, they were even more energetic and pleased. The introduction of Kahoot! created a new and dynamic learning environment, making it easier for students to grasp grammar concepts. This supported Ms. D's statement that Kahoot! made learning more enjoyable and helped with grammar retention.

In the third meeting, students eagerly inquired about playing Kahoot! again. Mr. M observed that while some students could keep up with the lessons quickly, others struggled, especially with grammar. Despite Kahoot!'s entertaining nature, it sometimes lacked engagement. However, during this third session, even the slower learners managed to outperform the faster learners, demonstrating that Kahoot! could help overcome the perception of grammar as difficult. The competitive aspect of the game kept all students focused on winning. After reviewing the scoreboard, the researchers announced that the next meeting would be the last session using Kahoot!, followed by a post-test to assess their grammar improvement. By the fourth meeting, students had become highly reliant on Kahoot! and were attentive to the researchers. Motivated students generally show a positive attitude towards the material, engage with interest, and strive to achieve their learning goals. They diligently studied first and then played Kahoot! at the end of the session. Their determination to win was evident, and the scoreboard revealed a surprising result: the most introverted student secured first place. After the game, researchers asked for feedback, and the students expressed that playing Kahoot! was much more enjoyable than their usual sessions in the computer lab.

Reflecting stage

In this stage of the research, known as a reflecting stage, the primary goal was to evelute the effectiveness of Kahoot! as an implemented strategy. To achieve this, researchers took the post-test consisting of 10 questions that were adapted from British Council. This post-test was designed to measure the improvement in grammar proficiency among the participants. The post-test results of the post-test of 5 students revealeda a significant improvement in their grammar scores. The total mean score of post-test was 93. Researchers discovered that the post-test total mean score was sufficient, and students' average scores had increased. The research model is presented in Table 3.

Table 3. Grammar Post-test Score

Cycle 1	Score	Category
Pre-test	53	Poor
Post-test	93	Very good

It can be seen from Table 3, it is evident that five students have received a total score of 53 on the pre-test, placing them in "poor category". Additionally, after conducted a new strategy using Kahoot! for four times as an exercise, it helped students to improve their grammar in enjoyable and effective way, as demonstrated by the results of the post-test. The post-test results, with an average score of 93, place the students on "very good" category, demonstrating a notable improvement.. The significant rise from poor to very good category was noteworthy.

The transition from a "poor" category in the pre-test to a "very good" category in the post-test underscores the effectiveness of using Kahoot! for grammar practice. The significant increase in scores suggests that the interactive exercises not only helped improve the students' grammar skills but also contributed to a more engaging learning experience. Since the post-test score was sufficient, researchers believe it was enough to do it only once.

Discussion

Planning stage

The first stage called as planning stage, before jumped to the stage, researchers have done their observations of the Power Up 2 class, researchers noticed that students faced greater challenges with grammar skills compared to other areas of study. This statement is supported by previous study state it should be noted that grammar is not an easy subject to master, and that most students find it tedious or challenging (Golda, 2019). Mr. M mentioned that most students are not highly motivated in grammar class because they are aware of how difficult the grammar part is. This would make them bored and unmotivated. It is consistent with claims made by study where young students' attention spans are limited (Nernere, 2019). If students think it is challenging, uninteresting, and has no personal significance for them, it is easy for them to become bored and lose motivation. As a result, the researchers were assigned to teach this class and chose to implement a targeted strategy specifically designed to address the students' grammar difficulties. This strategy aimed to provide ample opportunities for practice and improvement in grammar skills.

To effectively support this approach, the researchers decided to do an offline grammar skills pre-test. This pre-test was scheduled to take place after the students had completed their current unit of study. The purpose of the pre-test was to assess the students' existing grammar knowledge and identify specific areas where they needed further support and practice. By evaluating the students' performance on the pre-test, the researchers aimed to tailor their teaching methods and activities to better meet the students' needs, ultimately enhancing their grammar proficiency.

Pre-test

Researchers planned to conduct an offline grammar skill pre-test after the students were finished studying their unit. The paper exam was taken from a book called Cambridge Press University. There are ten fill-in-the-blank questions. Students seemed more focused when filling out the pre-exam. However, after taking and turning in the test, the researchers found out the students neglected to double-check their work. Consequently, the grammar scores of five out of six kids were extremely low, with a mean score of 54 out of 100.

Researchers prefer using Kahoot! for grammar instruction due to its widespread use, cost-free availability, and user-friendly nature. This versatile application can be accessed on any device via websites or apps, making it highly accessible for both teachers and students. This statement align with study findings were Indonesian students are hard in acquire English language (Rajendran & Shah, 2020). In results, since there is no motivation and challenging for some students, it would be hard to acquire grammar. In this case, researchers decided to utilize Kahoot! to convince students that learning grammar is easy and fun.

Kahoot! implementation strategy

Subsequently, researchers implemented Kahoot! as an educational tool in the classroom. According to previous study an educational site called Kahoot! offers practice that in a form of games and quizzes (Paramastuty & Fauzia, 2023). In order to understand the researchers instructions, the researchers asked questions before they started using Kahoot!. This was done to make sure the students comprehended the material. Following an hour of studying the materials, the students practiced using Kahoot to respond questions based on the researchers explanation. Therefore, before the students playing Kahoot!, researchers designed Kahoot! based on their materials so it would be in line with their learning progress. Researchers were focused on using 20 minutes to play Kahoot!.

To practice Kahoot!, students were allowed to use their phone in class in order to practice grammar using Kahoot!. Students were asked to open their phones and enter the Kahoot! game pin. Students were asked to input the game pin and the passcode. Researchers asked them to do it step-by-step. Students have done their Kahoot! questions individually. Since none of the students knew what the Kahoot! app was, they were all very excited when it was first implemented. In line with study who discovered that learning can be made interesting, engaging, fun, and relaxing with Kahoot! (T. W. Lestari, 2019). Besides, from researchers point of view, the students believed that it increased their enjoyment even more. Moreover, some strengths that can be highlight from findings of Kahoot! are Kahoot! serves as a learning tool that enhances students' perception, memory retention, knowledge transfer, and overall learning effectiveness (Altawalbeh & Irwanto, 2023; Kurniawan et al., 2019). Thus, It engages players in seamless learning by striking the perfect balance between boredom and frustration.

The Kahoot! features and badges astounded the students for the first time. During the interview, Ms. D mentioned that they are thrilled to play Kahoot! because of its vibrant graphics. According to researchers, this was a novel technology that might enable users to engage in fresh experiences related to improving students their grammar (Jusmaya, 2017). Students were quite animated during the game and could tell that the timer was the hardest part. They were ecstatic to be catching up to one another individually. This action is in line with findings,

the ability of Kahoot! to spark children's ambition and excitement (Idris & Rampeng, 2021). Thus, other study claims that timer in Kahoot! make the students to be more active and competitive in answering the questions (Bhuana, 2023). Three of the five students were on the podium now that they had completed all the questions. When the Kahoot! almost over, they were even happier after the podium portion. Moreover, previous study mentions in her studies about Kahoot! display of points, badges and embedded visual it can promote engagement (Sofyana Abdurrachman; Shakiyya, Zulfa, 2020).

Henceforth, the second meeting began, students were asking about Kahoot!. Their curiosity was highly piqued, rather than an ordinary meeting. Students were asked to learn their material and practice as usual to keep up with their learning progress. They quickly tidied up their books and began paying attention to the researchers' instructions when they were asked to play Kahoot! after that. Hence, the second time, they were energetic and pleased. Recent studies found out that with Kahoot! children become ambitious and more enthusiastic even more before they are learning (Idris & Rampeng, 2021). By creating a new atmosphere using Kahoot!, it makes easier for student to understand grammar material by the teacher. They gained a new understanding and could memorize better grammar. This has proven Ms. D statements, she said that because of Kahoot! learning could be more enjoyable and helped them memorize grammar. Since grammar skills is quiet important in terms of the right use of English language (Boonyarattanasoontorn, 2017; Jusmaya, 2017).

Moreover, when it comes to the third meeting, the students were asked if they could play Kahoot! or not. It seems like before, Mr. M stated that some can keep up with the lessons quite fast, but some others might find a bit of difficulty in terms of following the lesson, especially the grammar part. On the other hand, previous study draws a conclusion that students who received low-ranked scoreboard may be demotivated as they get lower scores than their classmates, which eventually results in negative effects on students' participation (Rajabpour, 2021). It can be argued that even though Kahoot entertains users most of the time and lack of engagement. It can be argued with the situations where researchers with students played Kahoot! for the third time, the slow learner could beat the fast learner as well to the first place. This could alleviate the stigma associated with students' perceptions of grammar as difficult and there is a distraction, whereas all the students were really focus on winning the game. After the scoreboard peeped out, researchers mentioned that next meeting would be the last time on playing Kahoot! and they will be doing a post-test in the next meeting to see the improvement in their grammar.

Students were highly dependent on Kahoot! at the start of the fourth meeting, and they paid attention to the researchers. Nonetheless, the current study has also demonstrated how captivating, addictive, and inspiring Kahoot is for children to learn and grow (Kurniawan et al., 2019). In this regard, motivated students typically exhibit a positive attitude toward the material, participate in it with interest, and have the will to pursue their learning objectives. They took a good time studying first and playing Kahoot! in the end. When it was time to play Kahoot!, they really showed their best and wanted to win at last. The scoreboard reversed; the most introverted student got first place. Researchers ask the post-game of Kahoot! what were their thoughts about Kahoot! game. They mentioned it was way more fun than going to the computer lab.

Reflecting stage
Post-test
Researchers administered a post-test consisting of 10 questions, adapted from the British Council, to assess the grammar skills of the students. The results from the post-test revealed a promising total mean score of 93 among the 5 students who participated. This increase in average scores indicated a notable improvement in the students' grammar proficiency.These findings were consistent with previous research who also reported on their findings that Kahoot! brings a positive outcomes especially enhance students' grammar skills (Heni et al., 2021; P. Lestari & Sihombing, 2022; Nur et al., 2023).

Therefore, the besides of the strengths of Kahoot that shows in the implementation stage, there are also limitations of Kahoot! as a strategy in this research study. The limitations are internet connectivity issues, time constraints for answering questions, and the inability to use Kahoot! as a summative assessment (Kurniawan et al., 2019; Noor et al., 2019). To address the limitations of Kahoot!, researchers suggested some solutions, implementing offline modes for Kahoot! that can be downloaded by teachers and students, conducting practice sessions where students can get used to the format and timing of Kahoot! quizzes and balancing Kahoot! with other teaching strategies to ensure diverse instructional methods (Bhuana, 2023; Mdlalose et al., 2021). Overall, the implications in this research, whereas, the research underscores the potential of gamified learning tools like Kahoot! to make challenging subjects like grammar more approachable and enjoyable considered as enhancing students' learning experiences (Alsswey et al., 2024; Singh, 2023). Further studies could explore the long-term impact of Kahoot! in different skills to validate and expand upon these findings.

4. CONCLUSION

To conclude, regarding the purpose of this research study of how Kahoot! could improve grammatical competence on young learners, evidently, the pre-test results indicate a significant rise in the post-test, starting with the "poor" category for grammar skills and ending with the "very good" category with an average score of 93. Since the result was sufficient, researchers only do the CAR cycle for one time. This research study can indicate that Kahoot! is a useful tool for enhancing young learners' grammatical knowledge. Students first lost interest in mastering grammar, which is why their scores tended to be low. With the help of a Kahoot! and an innovative strategy, students are actively learning language instead of passively receiving it. On the other hand, during the third and fourth meetings, students occasionally kept asking when they had to play Kahoot!, even though it wasn't time yet. Since they were unaware that other teachers may use Kahoot! to practice grammar, students performed outstandingly and gave their best. Students believe it is a good choice instead going to the lab to do a practice extra without any discussion in the class. They give a positive feedback from students regarding Kahoot! underscores its potential as an effective educational tool. As a result, Kahoot! was successfully deployed for four meetings and resulted in a very good score category, as seen by cycle 1 results. Due to its brief duration, this research study has certain limitations. Future research, from the viewpoints of the researchers, should alter the difficulties and modify Kahoot! games even to highlight other different skills in English. Researchers think this could lead to a major improvement in students' skills.

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