



ENHANCING GRAMMAR LEARNING ACHIEVEMENT THROUGH KAHOOT

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Diterima Mei 2026; Disetujui Juli 2026; Dipublikasi 31 Juli 2026

Abstract: *The purpose of this research is to find out about the use of Kahoot Application as a tool to enhance grammar achievement in university students. The research method employed is a quantitative approach with a pre-experimental design. Test was the instruments to measure the improvement of students' grammar achievement. For this study, the sample was drawn from one class, namely grammar class, consisting of 21 students. The results of this research depicted significant findings, as evidenced by a substantial improvement in post-test scores compared to pre-test scores. The average pre-test score was 53.42, and it significantly increased to 87.37 in the post-test. Hypothesis testing strengthens the claim that the Kahoot Application genuinely aids in improving students' grammar mastery, leading to the rejection of the null hypothesis. This research indicates that the integration of technology such as Kahoot can be an effective strategy for enhancing language learning outcomes, not only improving grammar skills but also positively affecting the overall learning experience.*

Keywords : *Kahoot Application, Grammar Learning, Game Based Learning.*

INTRODUCTION

Education is the main foundation in forming a competent young generation that is ready to face future challenges. Future human well-being and global sustainability depend heavily on education (Burbules et al., 2020). In the context of higher education, English language proficiency including grammar becomes crucial to improve students' communication skills. Good grammar is not only important for writing effectively, but also for understanding academic texts and communicating more clearly in formal and informal situations. If students have good grammar skills, they will be more confident in speaking and writing in English. This is important because effective communication relies heavily on the use of correct grammar, so students' confidence in communicating increases along with a deeper understanding of grammar rules. When students fail to recall vocabulary or encounter difficulties, their confidence diminishes. Perhaps leading to a loss of enthusiasm and interest ultimately resulting in disengagement from studying English (Dehghanzadeh et al., 2021).

According to Azar (2007), as mentioned in Hasan (2020) Grammar is a comprehensive set of well-established rules and systems for creating appropriate sentences and control; without these rules and systems, a sentence with perfect and explicit meaning cannot be constructed. Grammar is also considered one of the most

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difficult subjects in language learning because it requires students not only to memorize rules but also to understand how and when to apply them correctly in different contexts.

The abstract nature of grammar with its various tenses, structures and exceptions often confuses learners especially when rules do not follow logical or consistent patterns. Among the most challenging grammar topics are the present perfect, past perfect and perfect progressive tenses which require a deep understanding of time relationships and subtle differences in meaning and usage. These topics often confuse students because the actions described involved different points in time and continuity which are not always easily distinguishable. As a result, students often feel overwhelmed, disengaged and unable to apply what they learn effectively.

Based on the researcher's interview with classmates and her juniors majoring in English Language Education Department, learning grammar is often a tiring and boring challenge, which can ultimately reduce their motivation to learn. It happens because the provision of materials, the implementation of the learning process, and assessments applied by lecturers do not utilize internet-based technology. Additionally, the researcher's observations and personal experiences indicate that learning has generally been monotonous, rigid, overly focused on reading textbooks, and lacking in innovation.

Roro (2021) highlighted that "the characteristics of students being educated today are far different from previous generations, so that more innovative and progressive approaches and learning media are needed to accommodate their interests". Benzizoune and Chibi (2024) declared that "teachers and professors search for and try new approaches to inspire and engage students in the learning process to address the issue"

Recent technological advancements have sparked a resurgence of interest in the field of education. Gamification has been used much more frequently in 21st-century education to enhance the teaching and learning process. Gamification employs game aspects to engage learners with the material and advance towards a goal (Dehghanzadeh et al., 2021). One crucial aspect of this transformation is Computer-Assisted Language Learning (CALL).

One of the tools that is now widely used in modern classrooms is Kahoot, a game-based learning platform that combines interactive elements with educational materials. Kahoot can create a more joyful learning situation to improve students' interest, especially in grammar skills. Hossain and Younus (2024) conducted a study among English language students on stimulating English grammar learning, specifically in Bangladesh. They discovered that participants had a great interest in grammar acquisition, which was related to Kahoot's gamification strategy. The findings showed that the platform can transcend traditional boundaries, enhancing enthusiasm and active participation among students from various educational backgrounds.

Samsudin and Ambawani (2025) did a quasi-experimental research of second-semester university students studying intermediate-level grammar (gerunds, infinitives, participles, and comparisons) provides additional support. Four grammar sessions were conducted using Kahoot as an additional tool. The results showed that the experimental group using Kahoot significantly improved their grammar proficiency as compared to the control group. Likewise, Korkmaz and Öz (2021) also revealed that there was a significant increase in the reading scores

of English major students after seven weeks of intervention that combined reading questions. Many previous studies have tested the use of Kahoot in middle schools and high schools. Rojabi et al (2022) investigated the use of Kahoot in the classroom to improve vocabulary exam scores, student engagement, and motivation. The study found that using Kahoot for vocabulary teaching effectively allows students to obtain a deeper understanding of vocabulary and course concepts, as indicated by higher exam scores.

While Kahoot provides an engaging and interactive environment for learners, it also has challenge and limitation. Ebadi et al (2023) found that most students were unwilling to participate in the game-based application due to internet connection issues. On the psychological side, the competitive atmosphere created by Kahoot can cause tension among students, which in turn may reduce opportunities for creative and reflective thinking. Nadhif et al (2022) emphasized that the limitations of the Kahoot application include restricted access to quizzes and certain features when operating in free mode.

However, research on the impact of Kahoot usage on students' learning achievement at university level, especially in grammar learning is still limited. Furthermore, lecturers at Abulyatama University still do not include technology particularly gamification into their teaching or evaluation methods. That is why the researcher interested in conducting this research. This study aims to explore how Kahoot usage in grammar learning at university level affects students' learning achievement. This study will provide insights into how game-based technology can be integrated into the learning process to improve learning Achievement

LITERATURE REVIEW

Technology Integration in Education

The integration of new learning technologies into classroom environments has been a significant focus of educational research in recent years. Innovations such as digital learning platforms, interactive whiteboards, and educational apps have transformed traditional teaching methods, offering new ways to engage students and enhance learning outcomes. At times, language instruction becomes monotonous for learners, particularly when it is predominantly focused on the explicit teaching of grammar rules without integrating them into meaningful or authentic content (Ali et al., 2020). A survey by Goffe and Kauper (2014) as cited in Holbrey (2020) attested that professional practice norms were substantially affected by topic disciplines and lecturers' judgments of a 'good' educational experience. While they discovered that most lecturers were student-focused, much of their practice contradicted their own convictions about how to best teach, with reasons for adopting more didactic techniques including subject covering, time, student resistance, room arrangement and even degree preparedness.

Moreover, the development of AI has further enriched CALL by introducing advanced features such as natural language processing, speech recognition, and adaptive learning algorithms. These innovations allow for more sophisticated and interactive learning experiences, making language acquisition more accessible and enjoyable for learners.

Game Based Learning and Student Achievement

Kahoot a game-based learning platform has emerged as a popular tool for fostering student engagement.

This concept was supported by the notion that "gamification is about the use of game-based elements and features applied within different settings" (Husin & Azmuddin, 2022). They also added in the classroom Kahoot is a game changer since it engages students while being used in class. The term "game changer" is used to describe its transformative impact, as it swiftly shifts passive learning into active engagement, thereby altering the learning environment into a new paradigm. Although motivation is a topic of interest in many fields, educational psychology breaks it down into aspects related to learners' psychology that are personal, cognitive and affective (Ali et al., 2020).

Kahoot in Grammar Teaching and Learning

Kahoot allows lecturer to create interactive quizzes and activities that promote active participation and motivation. Grammar as a productive talent requires ongoing practice hence, Kahoot is beneficial in this context as they are incorporated. Several researches have looked into how Kahoot improves learning performance and classroom dynamics. In a study, Benzizoune and Chibi (2024) used a multiple-choice grammar test that covered a variety of subjects in their investigation. Red, yellow, blue, and green were the colors that indicated the four possible answers to each question. These tests were created as objective assessments of knowledge of important grammar rules. Students were given instructions via Google Classroom to set up internet connection on their phones prior to the sessions. To guarantee fair participation, teachers shared their mobile internet with up to ten students, including those who couldn't buy data. To allow latecomers to participate in the activity, the instructor wrote the Kahoot game code on the whiteboard during class. Students could view the questions immediately on their phones to make them easier to read, and following each item, questions and a discussion of the challenges were shown on a projector. This approach made learning efficient and pleasurable by offering real-time feedback and fostering a collaborative learning environment where grammar mistakes could be fixed right away following the game.

METHOD

This study employs a quantitative approach with pre-experimental design. A pre-experimental is a research design that involves only one group or class receiving a pre-test and post-test (Sugiyono, 2014). The population for this study consisted of all English Language Education Department students at Universitas Abulyatama. Meanwhile, the sample for this study consisted of all second-semester undergraduate students enrolled in the English Language Education Department of the Teacher Training and Education Faculty at Universitas Abulyatama during the 2024/2025 Academic Year, with total number 21. From this population, a sample was drawn using total sampling. These students were selected as they were in the early stages of learning basic English grammar, which made them ideal participants for examining the effects of Kahoot on motivation in grammar instruction.

In this study, the researcher employed a grammar test as a data collection instrument. The test was administered in both a pre-test and post-test format. The tests consisted of 10 multiple choice and 5 error analysis questions. Each item was scored at 6.6 points, and if all answers were correct, the total score would be 99 points.

The multiple-choice questions were adopted from the book *The Great of Toefl* (Furqon and Timur, 2016), and the error analysis questions were adopted from the book *17 Tip+Trik Praktis Lolos Toefl* (Muhammad, 2013). The design involved a class in which the researcher managed the initial test at first meeting, guided students in using the Kahoot game application in second and third meeting, and administered the final test at the last meeting. After the researcher collects data from the pre-test and post-test, the researcher then compared the results of the data used IBM SPSS27 statistic program.

FINDINGS AND DISCUSSION

Findings

The total pre-test and post-test scores are then entered into the SPSS application. Below are the results paired sample test which measure the difference in scores between the pre-test and post-test using the Kahoot application to improve grammar achievement.

Tabel 1. Paired Samples Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	53.4286	21	13.18428	2.87704
	Post-Test	87.3714	21	11.60264	2.53190

Based on the table above, it can be seen that the maximum pre-test score obtained by second semester undergraduate students enrolled in the English Language Education Department at Universitas Abulyatama was 72,6, while the minimum score was 33. The mean score obtained was 53.42 with a standard deviation was 13.18. Meanwhile, the maximum post-test score obtained was 99, while the minimum post-test score was 52,8. The mean score obtained was 87.37 with a standard deviation was 11.60.

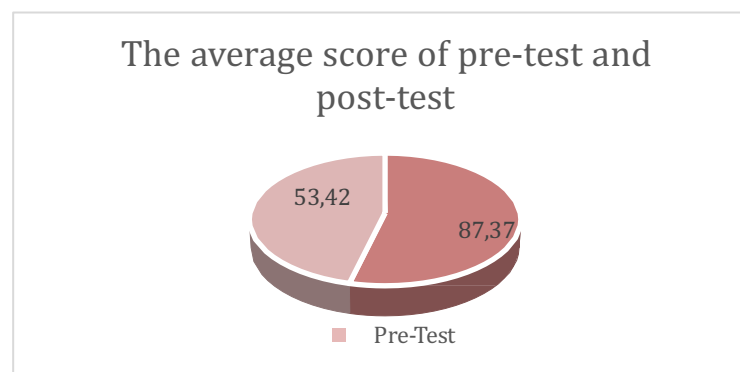


Figure 1. The Average Score of Pre-test and Post-test

Discussion

The results of this research indicated a clear improvement in students' grammar learning achievement after the use of Kahoot as an instructional tool. The implementation of Kahoot in grammar instruction significantly enhanced students' understanding and mastery of the material. It is evidenced by the comparison of pretest and

posttest scores. The average score before the treatment was 53.42, while the post-test score increased significantly to 87.37. Besides, the results of the Paired Sample Test showed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. The value of Sig. (2-tailed) (0.000) was less than the value of 5% (0.05). This suggests that the integration of Kahoot in grammar instruction had a positive impact on students' understanding and retention of perfect tenses.

This improvement can be attributed to several factors. First, Kahoot provides an interactive and game-based learning experience that makes grammar practice more engaging. Instead of relying solely on conventional explanations and drills, students were exposed to grammar exercises in the form of multiple choice and true or false, presented in a competitive and time-bound format. It is not only made the learning process more enjoyable but also encouraged students to focus, think quickly and apply their knowledge in real-time.

The use of Kahoot also aligns with constructivist learning theory, which emphasizes active participation and learner-centered environments. With the use of the Kahoot platform's instant feedback, students were able to assess their responses, recognize their errors, and fix them in real time. This immediate feedback loop probably helped people grasp concepts more clearly, particularly when it came to differentiate between the forms and applications of the Present Perfect, Present Perfect Progressive and Past Perfect tenses.

Moreover, the results are in line with previous studies, such as those by Alawiyah et al., (2024) which highlighted students are far more motivated, engaged, and loved learning grammar when they use Kahoot. When contrasted with traditional teaching approaches, students report greater satisfaction and better comprehension of grammar topics. Similarly, Altawalbeh and Irwanto (2023), demonstrated the effectiveness of game-based learning platforms in enhancing student motivation and learning outcomes. Students in this study expressed feeling motivated, engaged, and having fun. They also mentioned how eager they are for the next matchup and how they hope to win the next game.

SUGGESTION

This study is expected to serve as a valuable resource for future research on grammar mastery and the incorporation of technology into language learning. Given the study's limited scope, both in terms of the number of participants and the precise grammar subjects covered, future researchers are encouraged to widen their examination. One possible improvement is to conduct studies with a larger and more diverse sample from various educational levels or institutions to improve the findings' generalizability.

Furthermore, while this study focused on the perfect tense and used Kahoot as the primary learning platform, future researchers may investigate other grammar topics. Researcher are also urged to compare several digital platforms, such as Quizizz or Wordwall to see which technologies are most effective in enhancing students' motivation and achievement in grammar acquisition.

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▪ *How to cite this paper :*

- Sari, D. M., Meutia, P.D., & Elyza, F. (2026). Enhancing Grammar Learning Achievement Through Kahoot. *Jurnal Dedikasi Pendidikan*, 10(2), 647–654.