

ABSTRACT

Laeli, Parhatul (2024): Exploring EFL Teachers' Perceptions of the Gamification Method Using Kahoot! as a Platform for Vocabulary Mastery

This study aims to describe EFL (English as a Foreign Language) teachers' perceptions of using gamification with Kahoot! platform in the vocabulary learning process. It also explores how this method is implemented in learning and its impact on students' comprehension and engagement. The main objective is to understand the extent to which Kahoot! can help improve students' vocabulary acquisition.

This research uses a qualitative method and a case study approach, collecting data through observation and in-depth interviews with EFL teachers. Observations were conducted to see firsthand how Kahoot! was implemented in the classroom, while in-depth interviews were used to explore teachers' views and experiences regarding Kahoot! in vocabulary learning. The data collected was then analyzed to understand the effectiveness and challenges of using this platform.

The results showed that EFL teachers generally had a positive view of using Kahoot! as a tool to enhance vocabulary learning. They appreciated the participatory nature of Kahoot!, the immediate feedback, and the ability to increase student interest. However, some limitations were also identified, such as the limited question structure and the need for teacher guidance. Overall, the use of Kahoot! proved effective in improving students' vocabulary acquisition, with the interactive and competitive aspects motivating students to learn.

In conclusion, although this study's results show promising potential, further research is needed to explore the long-term impact of Kahoot! on vocabulary acquisition and its applicability in various educational contexts. This study also proposes further developments, such as enriching question types and integrating Kahoot! into a broader educational framework.

Key Words: Teacher Perceptions, Kahoot! Platform, Vocabulary Mastery