

The use of Kahoot! in improving undergraduate students' English grammar achievement: a case study  
in a public University in Sabah

**ABSTRACT**

Learning grammar is often viewed as boring and lack of learners' enthusiasm. The use of technology plays an imperative role in providing valuable language experience when they learn the second language (Ybarra and Green, 2003). Innovative educational technology has been recognised to give students the chance to engage and acquire important skills, knowledge and values such as e-learning, virtual learning (mobile learning) and simulation (Naeve, 2013). Kahoot! is a game-based learning tool that can be used easily to a higher education classroom with limited instructors or student training required (Plump & LaRosa, 2017). This study was conducted to explore the effectiveness of Kahoot! in assisting undergraduate to progress English grammar attainment. A quasi-experimental study was carried out with two groups of students, namely treatment group and control group. A total of 150 students were randomly selected for this study, with 75 students in each group. Treatment group received teaching and learning sessions with Kahoot!, whereas the control group was taught using conventional teaching and learning technique without appealing in Kahoot!. Achievement tests (Pre-test and post-test) are the instruments being used in this study. The data were analysed using descriptive and inferential statistical analysis. The findings reviewed that there is a significant difference with regards to students' grammar achievement at the significance level of 0.05. The treatment group obtained higher mean score compared to control group. In conclusion, this study has confirmed that Kahoot! is effective in cultivating undergraduate students' English grammar attainment