Memory Stay Or Stray?: Irregular Verbs Learning Using *Kahoot!*

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Abstract

Even though gamification has been lingering for years now, its popularity has been rising ever since. In fact, across disciplines and contexts, the amplification of 21st century learning has been giving gamification a special place in education. There are numerous studies conducted on the use of gamification among school children, university students or even trainee teachers. Coincidentally, all of these studies have shown that gamification does impact their learning. Hence, as harmless as it seems, any teachers who are not equipped with such knowledge on the benefits of gamification may hinder their learners and themselves from reaching their utmost teaching and learning experience especially when it comes to grammar learning among the younger pupils. Considering this thought in mind, this research was conducted to prove that the use of *Kahoot!* helps the Year 3 pupils in retaining the English Irregular verbs. This quasi – experimental designed research gathered data from a sample of 35 Year 3 pupils using the pre-test and post-test results. The findings which were analysed descriptively using sample t-test showed that pupils' performances in the post-test improved over the use of *Kahoot!* in classroom. In conclusion, this research provides an insight on number of ways that gamification can actually impacted the pupils' learning; especially in terms of memory retention. It also works as a stepping stone for more researches to study on the effectiveness of using *Kahoot!* in tackling any part of learning especially among the younger learners.

Keywords: Game-based student response system, gamification, irregular verbs, *kahoot!*, memory retention

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