



Kahoot Game-Based Learning Design in Teaching English for Vocational School Using Genre-Based Approach Model

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Abstract: Vocational high schools aim to prepare students with the skills necessary to enter the world of work directly, including mastery of the English language. However, challenges remain, such as teachers' limited understanding of innovative teaching methods and a lack of interactive and contextual learning resources tailored to students' professional needs. This Research is a collaborative research type of Research and Development (*R&D*) that aims to design English teaching modules using Kahoot game-based learning for vocational schools, utilizing ESP (English for Specific Purposes) and the *Genre-based Approach* model. This research procedure is the *ADDIE* model. The module design follows the *GBA* stages: Building Knowledge of the Field (*BKOF*), Modeling of the Text (*MOT*), Joint Construction of Text (*JCOT*), and Independent Construction of Text (*ICOT*), with Kahoot integrated to foster student involvement and participation. Expert validation resulted in high scores for media (98.33%) and material (93.84%), which shows the feasibility of the module. Application to 33 hospitality students at SMKN 4 Mataram showed increased enthusiasm and active learning. Student responses rated this module as very effective (89.32%). These findings highlight Kahoot's potential to improve learning outcomes and engagement in English vocational education to meet specific industry needs.

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Abstrak: Sekolah menengah kejuruan bertujuan untuk mempersiapkan siswa dengan keterampilan yang diperlukan untuk memasuki dunia kerja secara langsung, termasuk penguasaan bahasa Inggris. Namun demikian, tantangan masih tetap ada, seperti terbatasnya pemahaman guru terhadap metode pengajaran inovatif dan kurangnya sumber belajar interaktif dan kontekstual yang disesuaikan dengan kebutuhan profesional siswa. Penelitian ini merupakan penelitian kolaboratif jenis Research and Development (*R&D*), bertujuan untuk merancang modul pengajaran bahasa Inggris dengan pembelajaran berbasis permainan Kahoot untuk SMK, memanfaatkan ESP (English for Spesifik Purposes) dan model Genre-based Approach. Prosedur penelitian ini menggunakan model *ADDIE*. Perancangan modul mengikuti tahapan *GBA*: Building Knowledge of the Field (*BKOF*), Modeling of the Text (*MOT*), Joint Construction of Text (*JCOT*), dan Independent Construction of Text (*ICOT*), dengan Kahoot terintegrasi untuk menumbuhkan keterlibatan siswa dan partisipasi. Validasi ahli menghasilkan nilai yang tinggi untuk media (98,33%) dan materi (93,84%), yang menunjukkan kelayakan modul. Penerapan pada 33 siswa perhotelan SMKN 4 Mataram menunjukkan adanya peningkatan semangat dan keaktifan belajar. Respon siswa menilai modul ini sangat efektif (89,32%). Temuan ini menyoroti potensi Kahoot untuk meningkatkan hasil pembelajaran dan keterlibatan dalam pendidikan kejuruan bahasa Inggris, untuk memenuhi kebutuhan industri tertentu.

A. Introduction

Vocational high schools were established to create a young generation at the beginning of the workforce who can be directly absorbed into the world of work nationally and internationally. According to Article 15 of the Law of the Republik Indonesia, 2023, number 20 governing the National Education System, vocational education is secondary education that prepares students to work in specific sectors. Vocational high schools emphasize practical skills and hands-on training to prepare students for certain occupations. They are intended to provide individuals with the information and abilities required to enter the workforce swiftly and successfully in their chosen sector.

Entering the global workforce, vocational high school students must have 21st-century abilities, including the 4Cs (creativity, collaboration, critical thinking, and communication). Vocational high schools must be equipped with English communication skills to compete for jobs in today's global market. As a result, one of the most important skills to learn is how to communicate internationally. English is widely utilized in various aspects of life, including school, labour, and business. By mastering English, a person can be said to have a great chance of getting a job. This makes all countries encourage their citizens to learn English, including Indonesia.

In Indonesia, English language learning began to be implemented since the Education Unit Level Curriculum (KTSP) was implemented. Learning English using KTSP experienced rapid changes, and problems emerged until the implementation of the 2013 Curriculum. Until now, the independent curriculum has been implemented. In fact, up to now, teachers in vocational high schools still experience problems in learning English, such as learning resources, which still rely mostly on learning module books provided by the government, and teachers have not used many varied learning resources, learning media is still rarely used. Teachers often use the lecture method in classroom learning (Safitri et al., 2023; Nurwendari et al., 2023). Technology and information or digital learning is a demand for Generation Z, especially for vocational school students who use existing learning patterns connected to the digital world and depend on devices to serve their learning needs. It is hoped that digital technology can be used to increase the quality of learning. Utilizing digital technology will attract and improve students' willingness to learn. As a result, teachers are expected to be creative when conducting the learning process (Hidayat et al., 2023).

Utilizing learning tactics, models, and media is important in determining learning success. Choosing a learning model can help you acquire information, concepts, skills, and ways of thinking. Aside from selecting a learning model, the learning media utilized in the learning process can help students clarify information, concentrate their attention, enhance their motivation, and achieve their learning goals. Learning media is an important aspect of the learning process; it is intended that good media would be able to accommodate different learning styles. According to Rosidah et al (2024), learning media is a tool or component that serves as a bridge between students and instructors and learning materials in the learning environment. Game-based learning media is a learning medium that uses technology to help

students learn English. According to Zhang (2018), game-based learning is an activity in which games are integrated into the teaching process to achieve learning objectives. A game-based approach makes it easier to meet learning objectives. Students can study and improve their talents with the guidance of their teachers. The game-based approach to English language instruction is also important for increasing students' interest in learning and improving teaching effectiveness. Kahoot is one of the game-based learning platforms that can be used.

Kahoot is an educational application that can be used as an interactive learning medium to make the learning process more interesting and less monotonous. It consists of quizzes, discussions, and surveys and is based on gamification mechanics (Henukh & Guntara, 2020). Kahoot is a game-based platform that allows students to study while having fun and competing. Instead of traditional textbooks and notes, Kahoot enables users to learn, communicate, and socialize in virtual classrooms, resulting in an interactive learning environment (Surayya et al., 2023). Kahoot provides an interactive and enjoyable learning experience by giving a sequence of questions with many response options in an appealing presentation. Kahoot also delivers real-time or direct feedback to participants, such as scores and ranks, which can encourage students' competitiveness to fight for good results. The usage of Kahoot media in learning activities has resulted in significantly higher student learning outcomes. This improvement in learning outcomes is attributed to students' motivation to participate in learning activities and complete quizzes using Kahoot (Tan & Goh, 2020).

Using a Genre-Based Approach (GBA) in English instruction, as suggested by "Kurikulum Merdeka," may significantly enhance students' language proficiency. GBA aims to teach a range of writing genres, such as academic, narrative, and advertising writing, by utilizing multimodal texts and systemic functional linguistics. This method can be a useful supplement to the English teaching strategies used under the "Kurikulum Merdeka" and is in line with the government's recommendations (Herman et al., 2020). As a result, this study will concentrate on how GBA training might be integrated into multimodal text learning materials used in English language instruction for reading. Students' understanding of the given reading passages will be evaluated using Systemic Functional Linguistics to study the results of this training. Liu & Chen (2022) showed that GBA enhances students' writing and speaking skills. Teachers can help students improve their language skills by incorporating GBA into the English curriculum. This will allow students to use systemic functional linguistics to analyze and create writing.

Based on an interview conducted in February 2024 with a teacher who teaches English lessons in the hospitality department class at SMKN 4 Mataram via Zoom media, SMKN 4 Mataram only implemented the independent curriculum this year in class X. Therefore, the implementation of the independent curriculum at this vocational school is still relatively new. In contrast, the Merdeka curriculum emphasizes the use of technology in education. It is thought that using technology in the teaching and learning process facilitates knowledge absorption, particularly when teaching English courses in vocational

schools, which require more access to students' future career opportunities in hotels. However, many teachers at SMKN 4 Mataram still do not understand. They are familiar with implementing the independent curriculum, including choosing and using media that can help them provide interactive learning and meet the needs of students in class. The use of game-based learning media is still relatively new, especially Kahoot, which is still relatively new and has not been fully implemented and used by teachers.

Based on these problems, an idea emerged for developing teaching modules in the Kurikulum Merdeka. The researcher developed English teaching modules of game-based learning media using Kahoot related to the Hospitality Department using a Genre-based Approach teaching model that suits the student's field of study at the partner school, SMK Negeri 4 Mataram. Ultimately, this motivated and fully supported the competency of the student's specific area of expertise. Students can also communicate their expertise as a product of expertise to interested parties, as well as a preparation for students to pursue a hospitality profession in the future.

B. Method

This Research used research and development (R&D) as the method. Research and development is a process used to validate and develop products for learning. According to Borg & Gall (1998) in Sugiyono (2023), Research and development is a method for validating and developing learning-related products. R&D involves the systematic study of how to design a product, develop or produce the design, and evaluate its performance to obtain empirical data that can be used to create learning products, tools, and models for learning or non-learning (Richey & Kelin 2010 in Sugiyono, 2023). This development research aimed to produce a learning module design for teaching English in vocational high schools using the game-based learning media Kahoot! The study was conducted at SMKN 4 Mataram, and the participants were tenth-grade hospitality students.

The development model used for this Research was the ADDIE model, which is suitable for developing various products, such as learning strategies, methods, media, and teaching materials. ADDIE model is an abbreviation for analysis, design, development, implementation, and evaluation developed by Branch (2009). The ADDIE model is a student-centred, innovative, authentic and inspiring product development concept model aligned with educational goals. The ADDIE development model aims to analyze needs, develop products and test product effectiveness. This model was structured and used a series of systematic stages so researchers could easily understand and apply it (Vulpen, 2020).

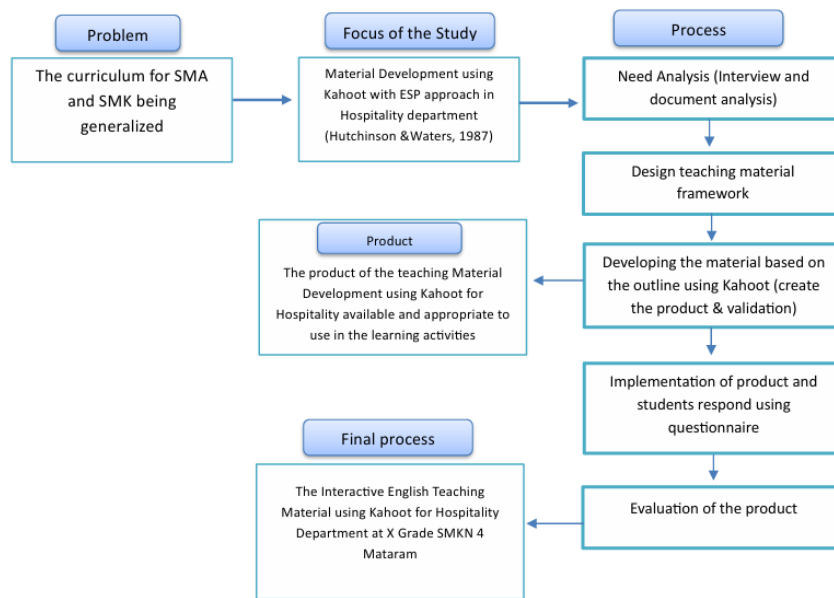


Figure 1. ADDIE Concept by Branch (2009)

In the analysis stage, the design of Kahoot-based learning media started from the analysis of the data and learning needs by reviewing the Lesson plan or *Alur Tujuan Pembelajaran* (ATP) and Learning Outcomes or *capaian pembelajaran* (CP) and teaching module. Learning outcomes were adopted for the material development. Lesson plans were adapted using a different teaching model from the previous one. Teaching modules were adapted due to the different media and teaching models. The researcher interviewed English teachers at vocational high schools to understand learning needs and directions for designing material using Kahoot. The appropriate material was identified based on the teachers' input, resulting in selecting descriptive text teaching material to be developed along with Kahoot.

In the design stage, mapping was carried out for the learning methods. This module's design follows the *Genre-Based Approach* (GBA) to provide a clear framework for students to understand the types of descriptive texts and use them in contexts relevant to the hospitality industry. GBA allows students to understand and apply various descriptive texts in real contexts. Students learn to describe tourist attractions in formal English for hospitality in this context.

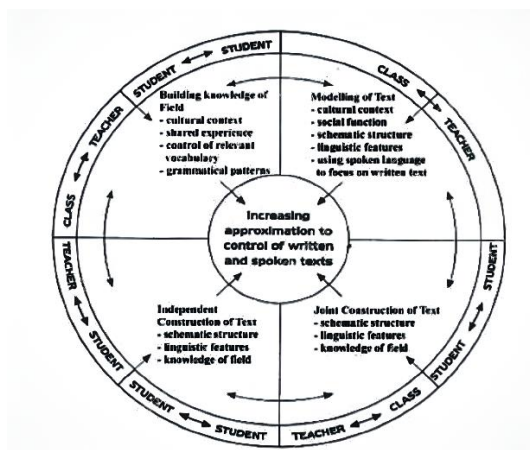


Figure 2. Stages of GBA Learning by Hammond et al., 1992
as cited in Pratama et al (2020)

The GBA stages introduce descriptive texts through videos and readings (*Building Knowledge of the Field*), followed by the teacher's video and text examples and explanations of linguistic elements (*Modelling of the Text*). Then, students collaborate in groups for Kahoot quizzes and work on student worksheets (*Join Construction of the Text*), ending with writing and presenting their descriptive text in class (*Independent Construction of the Text*).

Kahoot developed descriptive text teaching materials using the Genre-Based Approach concept in the development stage. Kahoot media products were then developed with various question types, such as multiple-choice quizzes, true-false, writing short answers and choosing images. Each question is equipped with images and time settings, which add a gamification dimension to make it more interesting for students. Kahoot media development was carried out through several game modes, including "Squad Marine," "Lost Pyramid," and "Tallest Tower," which feature various question formats to train vocabulary, grammar, and collaboration skills between students. This phase also requires an assessment from two experts regarding the feasibility of the product that has been developed. Two experts were involved in this case: a lecturer from the University of Mataram and an English teacher from SMKN 4 Mataram. In the implementation phase, the teaching module was directly applied to the classroom with students to determine its effectiveness. In this case, several questions were distributed to students as a questionnaire to assess the effectiveness of the Kahoot-based teaching modules.

The evaluation stage aimed to assess whether the results of game-based learning media using the Kahoot application were by the learning objectives. It also wanted to know whether the students enjoyed and effectively used the Kahoot media. The results of this evaluation were tested, and system and technical errors were investigated so that the researcher could improve the media. The responses were gathered from 25 tenth-grade hospitality students at SMKN 4 Mataram.

Documentation and interviews were the data collection techniques. The research instruments used documents such as CP, ATP, a teaching module, an interview sheet for the English teacher, and expert validation. This study employed a combined approach to data

analysis, utilizing both quantitative and qualitative analysis techniques. Quantitative analysis was used to examine data gathered from the expert validation results and students' perception questionnaires. This analysis aimed to assess the validity and student perception of the Kahoot-based interactive module.

C. Result

1. Analysis Stage

Analysis findings show that students need interactive and contextual learning media to improve their English skills. Especially for English language needs in the Hospitality Department, describe objects and places related to the Hospitality industry. In addition, it was found that conventional lecture methods were less effective in encouraging activeness and students' enthusiasm for learning in class. These findings provide a strong foundation for designing game-based learning media with Kahoot, which is expected to meet the needs of learning English for Hospitality students in a more engaging and relevant way for students. Based on the results of interviews with English teachers revealed several challenges, such as a lack of student confidence to master English, students being less active in learning English and the use of technology that is still limited in schools. The teacher himself has implemented technology in learning, such as Canva; the teacher also emphasized that educational games like Kahoot were needed and would help with teaching needs in class, and students would be very enthusiastic. The learning outcomes analyzed were focused on vocabulary mastery related to the hospitality sector, especially in describing places and tourist attractions. The researcher used the Genre Based Approach in compiling the learning objective flow with syntactic adjustments that suit the student's needs. The material taken was "descriptive text", which focused on tourist attractions in Lombok. In addition, the researcher added a reflection section in the teaching module to measure students' understanding.

2. Design Stage

This game-based learning media using Kahoot media is designed to create interactive, game-based learning using Kahoot so that it can increase students' interest and participation in learning. Through the Genre-Based Approach (GBA), researchers have developed a learning module that combines descriptive material with game elements on the Kahoot platform, including individual and group activities that encourage students to compete and work together. The results of this design stage are in the form of a module structure and learning activity flow that are ready to be developed in the Kahoot application, preparing effective interactive media to help students master English skills appropriate to the hospitality context. This stage is carried out with several stages made by researchers, namely:

a. Teaching module

Teaching modules are important things that researchers need to prepare when developing products. The creation of teaching modules is adjusted to the learning achievements and objectives previously formulated. The teaching module includes general information, core components, and appendices. The general information section consists of school identity, core competencies, Pancasila student profiles, facilities and infrastructure, student targets, and learning models used. Then, the core components section consists of learning objectives, meaningful understanding, learning preparation, learning activities that include the application of Kahoot, assessment, enrichment and remedial, and reflections of students and teachers. Furthermore, the appendices section consists of student worksheets, a glossary, and a bibliography. The teaching module is used by researchers as a reference in implementing Kahoot game-based learning media products.

b. Material collection

At the material collection stage, various data were collected regarding the material to be created, namely the material "Descriptive text (describing tourism place destination), starting from definition, social function, language feature example and soon.

c. Learning objective flow plan

Researchers use a genre-based learning model. A genre-based approach (GBA) is a pedagogical framework designed to enhance students' literacy skills by helping them understand and apply various text types or genres. This approach emphasizes the social purposes of communication, focusing on how language is used in different contexts to achieve specific goals. The following is a design chart of the learning objectives flow.

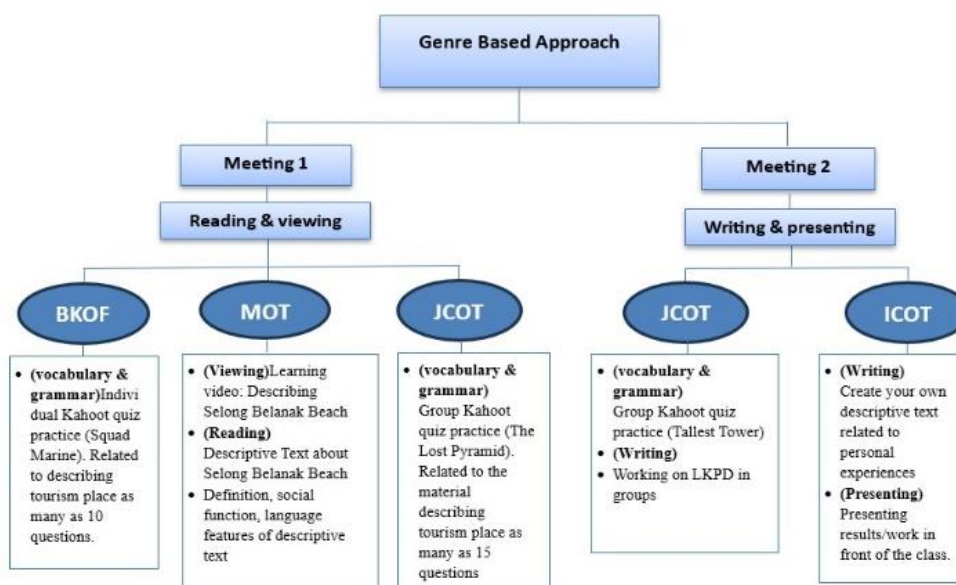


Figure 3. Design of Learning activity using GBA

Based on the picture of the learning objectives flow that has been designed, there are two meetings for the descriptive text material based on the learning objectives flow diagram above. It can be seen that the flow is at the first meeting with the focus elements, namely (reading and viewing). There are three stages of learning, namely:

- a. Building knowledge of the field (BKOF): At this stage, the teacher builds students' knowledge before entering the descriptive text material by giving the Kahoot quiz "Marine Squad" as an exercise to increase vocabulary and grammar that will be learned and used to describe places according to the material.
- b. Modelling of the Text (MOT): At this stage, the teacher provides an example of a learning video about "describing Selong Belanak Beach" and text related to the descriptive text material. The teacher also explains the descriptive text material, from the definition, social function, generic structure, and language features of descriptive text.
- c. Join Construction of the text (JCOT). At this stage, students collaborate with their friends in groups to complete the Kahoot quiz "The Lost Pyramid". In the second meeting, the focus was on learning achievement elements (writing and speaking). It began with students collaborating in groups to complete the "tallest tower" Kahoot quiz consisting of ten questions, then completing the student worksheet, namely making an outline of the reading they read and presenting it in front of the class.
- d. At Independent Construction of the Text (ICOT), students independently create descriptive text about tourist attractions based on their experiences and then present it to the class.

3. Development Stage

a. Product Development

After the design stage produces an interactive and contextual learning framework with a Genre-Based Approach, this development step focuses on creating and refining Kahoot media with descriptive material. This media is designed to be able to train vocabulary, grammar, and descriptive skills that are relevant to the context of the hospitality industry. According to student needs, either through individual or collaborative activities. This development is divided into two stages: the development of teaching media using Kahoot and the validation stage by experts. The development of Kahoot teaching media:



Figure 4. Squad Marine Kahoot game (BKOF)

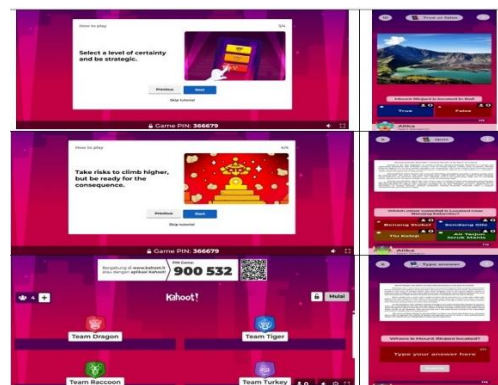


Figure 5. The Lost Pyramid Kahoot Game (JCOT)

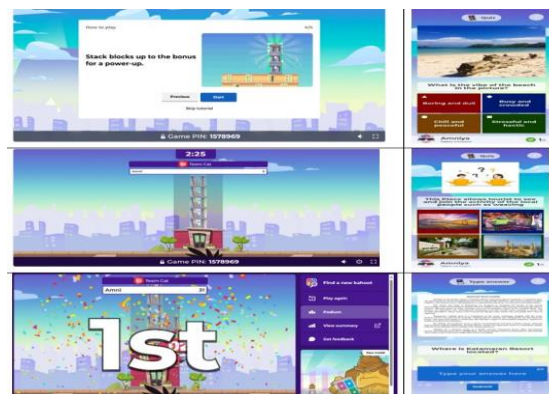


Figure 6. Tallest Tower Kahoot Game (JCOT)

- Kahoot (Building Knowledge of the Field), first Meeting questions (Sub Marine Squad). Sub Marine Squad is one of the game modes in Kahoot. This game is played individually. In the first meeting in the Building Knowledge of the Field stage, which will be carried out in class using the Kahoot game, there will be 10 questions of two types: quiz and pin answer.
- For the first meeting questions, Kahoot (Join Construction of the Text) uses a game mode (the lost pyramid). The lost pyramid game is played in groups; students are randomly divided into three teams. In this game mode, three types of questions are used: type answer, quiz, and true-false questions.
- Kahoot (Join Construction of the Text), second Meeting questions (Tallest Tower), and Tallest Tower are group games. In this game mode, the author uses three questions: type answer, quiz, and true-false questions.
- At Independent Construction of the Text (ICOT), students independently create descriptive text about tourist attractions based on their experiences and then present it to the class.

b. Product Validation

The module that has been developed is then validated by a team of experts. The purpose of this validation is to obtain media feasibility and suggestions to improve the weaknesses of the product that has been developed. Validation activities are carried out by providing or showing the product equipped with a validation sheet to the validator to measure the level of validity of the media developed before being carried out to the trial stage on students. The data for the media and material validators are as follows:

- **Validation by a media expert**

The media validation stage was carried out by a lecturer in the English Language Education study program, FKIP, Mataram University, Mr. La Ode Alfin Haris Munandar, M.Pd. According to the validator's instructions, the validation was done once on 30 September 2024. Aspects assessed by the media expert validator include product presentation, content design, and product use.

Table 1. Media Expert Validation Result

Media Expert Validation Result	
Total Score	59
Validation Value $\rightarrow NP = \frac{R}{SM} \times 100\%$	98.33%
Category	Very Valid

The table shows that the total value of the media expert validator was 59, with the highest score being 60. The formula concludes that the validation value reached 98.33%, meaning that the game-based learning module using Kahoot learning media on the descriptive text material (describing a tourist place destination) is categorized as very valid and feasible for learning.

- **Validation by a material expert**

One material expert, Mr. Adi Rahman, S.Pd, validated the material. Mataram is a validator as a teacher who teaches English for the hospitality department at SMKN 4. The following results validate the product media material in this table.

Table 2. Material Expert Validation Result

Material Expert Validation Result	
Total Score	61
Validation Value $\rightarrow NP = \frac{R}{SM} \times 100\%$	93.84%
Category	Very Valid

Based on the table, it can be seen that the number of validator scores obtained was 61, with the highest score of 65. It can be concluded, based on the formula, that the

validation value reached 93.84%, meaning that the game-based learning module design using Kahoot media is included in the very valid category and is suitable for use in learning as for the suggestions given by the material experts regarding the teaching module.

c. Implementation Stage

After the validator has validated the product and it has been revised, the next stage is the researcher carries out the implementation, namely the trial stage, which is carried out at the SMKN 4 Mataram in X.2 Hospitality Class, with 33 students present and attend the class. The implementation of learning is carried out at the first meeting with a series of learning from the initial and final core activities. After that, the researcher distributed a student response questionnaire with an alternative Google form to obtain the responses of class X.2 hospitality students to interactive learning media using Kahoot media. The following are the results of the student response questionnaire after the implementation of Kahoot media in class.

Table 3. Student's Response Questionnaire Result

Student's Response Questionnaire Result	
Total Score	1072
Average Total Score	44.66
Validation Value $\rightarrow P_s = \frac{s}{n} \times 100\%$	89.32%
Category	Very Good

Based on the fourteen questions, there are two statements with the highest value of 1 (strongly disagree), namely statements 5 and 7. In contrast, the other twelve statement questions have the highest value of 4 (strongly agree); therefore, the maximum score obtained is 50. Based on the table above, the average number (\bar{x}) is calculated by dividing the total number of values obtained by students (Σf) by the number of data (n), which is 24 students. So, the average total score of the 24 students in the sample was obtained with an average total score of 44.66. The feasibility of the teaching materials was calculated by dividing the average score obtained by the maximum score so that the result was 89.32%. This means the design of game-based learning media using Kahoot is included in the "very good" category.

d. Evaluation Stage

As for criticism and suggestions from the students in Google form, most of them are positive, and students enjoy and learn actively and enjoyably by using the Kahoot game learning media. As for some related criticisms and suggestions can be taken, namely related to. The network or connection used at school, the school does not provide Wi-Fi and the network there is very bad, so researchers use a private network to be used together during

learning activities. Then, there were criticisms and suggestions about the time to work on the questions. Two students criticized the fact that the duration of the Kahoot quiz was not long enough. Based on these criticisms and suggestions, researchers have made product improvements. Based on the questionnaire results students have filled out, the product is included in the "very good" criteria and gets the "very valid" category.

D. Discussion

The analysis stage in developing learning media using Kahoot plays a crucial role in the overall development process. This stage aims to identify the specific needs of hospitality students in learning English. Through interviews with teachers and an analysis of learning documents, it was discovered that students faced difficulties in English communication skills and demonstrated low engagement in class. Teachers reported that conventional methods, such as lectures, were ineffective in increasing student participation. These findings highlight the need for interactive and technology-based methods to enhance students' interest and enthusiasm in classroom learning, with Kahoot being one potential solution.

The effectiveness of game-based learning is supported by [Zhang \(2018\)](#), who states that game-based learning can increase student motivation and facilitate interactive learning. This perspective aligns with the Research of [Tamosevicius \(2022\)](#), which found that a game-based approach improves learning outcomes and strengthens student comprehension. Additional studies, such as those conducted by [Maulidina et al \(2022\)](#), emphasize that game-based learning enhances student motivation in understanding complex material, particularly when combined with competitive elements like those in Kahoot. In this context, hospitality students at SMKN 4 Mataram are expected to develop English proficiency relevant to the hospitality and tourism industry. Students learn to describe tourist attractions and hotel facilities through descriptive text materials, which are essential language skills in this field.

According to [Puspitaloka et al \(2024\)](#), English for Specific Purposes (ESP) trains students to use the language in academic, professional, and workplace contexts. Learning English in ESP is done to help increase language efficiency in specific circumstances rather than to study English or gain a broad education. [Hutchinson & Waters \(1987\)](#) also stated that English for Specific Purposes (ESP) focuses on language learning tailored to meet communication needs in specific fields. In this case, the ability to describe tourist attractions and hospitality facilities is crucial. Needs analysis is essential in designing modules that align with communication objectives in hospitality. [Dudley-Evans & John \(1998\)](#) highlight that needs analysis involves understanding the most necessary language skills for students in the workplace and supports the selection of relevant content and learning activities.

The development of the learning module incorporates game elements using Kahoot as part of the learning activity flow. Based on the needs analysis, the learning materials prioritize skills in describing tourist attractions, particularly those related to tourism in Lombok. Kahoot is integrated as an engaging tool to support vocabulary and grammar

exercises, promoting active student participation and collaboration. The instructional design follows the Genre-Based Approach (GBA), systematically developing students' proficiency in descriptive texts relevant to hospitality contexts. The learning process is structured to ensure interactive and engaging activities using digital tools like Kahoot, fostering an environment that enhances participation and motivation.

The module preparation includes comprehensive details such as the school's identity, core competencies, student profiles, learning objectives, and activities. The implementation of GBA follows four stages: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). The BKOF stage introduces foundational knowledge and tourism-related vocabulary through engaging in Kahoot activities like the "Marine Squad" quiz, which expands students' vocabulary and grammar skills. This stage activates prior knowledge and provides contextual understanding as a basis for deeper engagement with the target genre, as [Herman et al \(2020\)](#) emphasized. In the MOT stage, students analyze model texts and multimedia, such as a video describing Selong Belanak Beach, to observe descriptive texts' structural and linguistic features. By engaging in text analysis, students understand how descriptive texts are structured and the language choices that enhance their effectiveness, as demonstrated in the Research by [Nugraha & Emilia \(2024\)](#). The JCOT phase fosters collaborative learning, where students work in groups to complete activities such as the "Lost Pyramid" and "Tallest Tower" quizzes on Kahoot. These tasks encourage teamwork and provide guided practice in applying genre conventions, as highlighted by [Liu & Chen \(2022\)](#). The ICOT stage requires students to create and present descriptive texts based on personal experiences, such as describing their favourite tourist destinations. This phase represents the gradual release of responsibility, enabling students to demonstrate mastery of descriptive text writing.

Kahoot media products were developed with various question formats, including multiple-choice quizzes, true-false questions, short-answer exercises, and image-based questions. Each question has images and time settings, introducing a gamification element that enhances student engagement. The development process incorporated game modes such as "Squad Marine," "Lost Pyramid," and "Tallest Tower," which reinforce vocabulary, grammar, and collaboration skills. This aligns with the findings of [Permana et al \(2023\)](#), who suggest that the ADDIE model produces effective learning products tailored to students' needs. The game-based approach, particularly through Kahoot, has proven to increase student motivation and engagement in class significantly. Also, the validation results from media and material experts indicate that the product is highly suitable for learning, with the media aspect receiving a validity score of 98.33% and the material aspect receiving 93.84%. These results confirm Kahoot's effectiveness as a game-based learning medium.

In the implementation stage, Kahoot was tested in a class of 33 students from the X.2 hospitality department at SMKN 4 Mataram. The trial revealed that students actively participated and responded positively to Kahoot-based learning. They displayed increased engagement and confidence in interacting through interactive games. This implementation

supports the findings of [Siburian \(2023\)](#), who concluded that Kahoot effectively creates a competitive and engaging learning environment. Similarly, Research by [Tan & Goh \(2020\)](#) found that Kahoot fosters a fun, competitive learning atmosphere that enhances student motivation and focus. The results of this study align with these findings, as Kahoot successfully transformed the classroom into a more dynamic and interactive space. Students who were previously quiet and passive showed greater interest, and overall student engagement improved.

The evaluation stage assessed the effectiveness of Kahoot in meeting student needs and learning objectives. The results showed that Kahoot significantly improved students' descriptive writing skills in the hospitality industry. A questionnaire survey revealed that most students found Kahoot beneficial for their learning experience, with an average response score of 97.44%, categorized as "very good." Based on feedback from students and validators, minor revisions were made, including grammar improvements in Kahoot questions and clearer instructions. [Wibawa et al \(2020\)](#) highlight that game-based learning increases student engagement and provides immediate feedback, crucial for assessing student understanding in real-time.

Overall, the study's results indicate that the use of Kahoot in the hospitality class of SMKN 4 Mataram successfully increased students' motivation, understanding, and English skills. Supported by the principles of ESP and need analysis, this study successfully developed an interactive learning module that is relevant to the needs of vocational students in the hospitality field and supports the theory that game-based learning can strengthen students' motivation and learning outcomes in English.

E. Implication

This Research shows that using Kahoot in English learning helps students stay engaged, motivated, and better understand the material. Game-based learning fits well with vocational education because it helps students build confidence and improve their communication skills, which are important in the hospitality industry. The students' perceptions showed an average of 89.32%, indicating that the module implemented in the class was "very Good". The average rate of expert judgment reached 98.33% and 93.84%, with the interpretation of the score as "Very Valid". The high scores from students and experts prove that digital tools can make learning more effective. Schools should consider using more technology in classrooms and train teachers to use digital tools properly. This study also confirms that the Genre-Based Approach (GBA) helps students gradually move from guided to independent learning. Thus, the game-based learning design using Kahoot for English teaching in vocational schools is deemed highly feasible for use in the teaching and learning process.

F. Limitation and Suggestion for Further Research

The limitation of this study is on the tenth-grade students of the hospitality department at SMKN 4 Mataram focusing on vocabulary and grammar skill to describing

tourism place destination using genre-based approach learning method. Future researchers can expand this study by adding more interactive activities and game elements to make learning more engaging. They can also explore other teaching methods and try different apps alongside Kahoot to create a more varied learning experience. Research could also focus on using Kahoot at higher education levels to see if it continues to be effective. Additionally, future studies should examine how Kahoot affects other English skills, like speaking and listening, to create a more complete learning system. These improvements could help vocational students become more skilled and confident in their professional fields.

G. Conclusion

The development of interactive game-based design using Kahoot for English learning for vocational high school majoring in hospitality at SMKN 4 MATARAM had been carried out through Research and development with the ADDIE model procedure by using the GBA (Genre-based approach) learning model and utilizing the Kahoot feature with the development of descriptive text material in the hospitality field, namely describing tourism places. Starting with the (BKOF) stage, the teacher builds students' initial knowledge through interactive Kahoot quizzes to introduce vocabulary and basic grammatical structures. Then, at the (MOT) stage, the teacher provides examples of video and visual descriptive texts that teach the definition, structure, and linguistic elements used in descriptive texts, followed by (JCOT) where students play the Kahoot game in groups. Then, at (JCOT) in the next meeting, students collaborate in groups to complete a more in-depth Kahoot quiz and work on the Student Worksheet (LKPD), followed by a presentation of group results. At the final stage (ICOT), students independently compose descriptive texts based on personal experiences and present them in front of the class, which are then displayed as class literacy.

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