



The Implementation of a Collaborative Kahoot Mode to Improve Elementary Students' Vocabulary Mastery

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Abstract

This study examines the effectiveness of the Collaborative Kahoot Mode in enhancing the vocabulary mastery of elementary students. Vocabulary is an important aspect of language learning, yet traditional teaching methods rarely grab the learners' attention. The present study, as Classroom Action Research (CAR), aimed to tackle the vocabulary issues fourth-grade students of MI YPPI 1945 Babat faced. The study followed a two-cycle approach with planning, action, observation, and reflection. Data were collected through vocabulary tests and field notes to measure the increase in the students' vocabulary knowledge and class participation. Results indicate that the use of Collaborative Kahoot Mode significantly improved students' vocabulary mastery, enthusiasm, and class participation. The interactive and game-like approach enabled new vocabulary retention among the students, eased peer learning, and developed their confidence in using the language. The results revealed substantial improvement in vocabulary test performance, with over 80% of the students achieving the Minimum Learning Completion (KKM) standard. Field observations also showed more enthusiasm and teamwork among the learners as they were learning.

This study finds that game-based learning, particularly through Kahoot in a group setting, is an effective strategy for improving vocabulary acquisition among children. The study underscores the implementation of technology in modern language instruction and suggests further studies on its long-term success and applicability across different learning settings.

Keywords: collaborative Kahoot, vocabulary mastery

Introduction

Vocabulary is one of the basic features of language that has to be learned and mastered by learners. As per Farih (2018), vocabulary is necessary in language study since it is a very strong contributor towards the growth of an individual's language, especially for the four main English skills: speaking, listening, writing, and reading. If students possess a large vocabulary, they will be in a position to utilize the language effectively. It implies that the larger their vocabulary is, the better they comprehend the interpretation of the language in written or oral

language (Ekayanti et al., 2020). On the other hand, Rasuan (2017) believes that students with limited vocabulary will struggle to express and understand an idea. It will be difficult for them to maintain good communication in a language. Hence, learning vocabulary is required to master a target language and cannot be left out during teaching and learning.

However, teaching English vocabulary, especially for fourth-grade students of MI YPPI 1945 Babat, should be noticed. The researcher determined that the students' mastery of vocabulary was still lower and far from the Minimum Learning Completion as stipulated by the school, that is, 70. In addition, it was clear through the outcome of initial observations conducted by the researchers that the majority of the students were less motivated and less interested during the lesson. That was because the teacher applied the traditional teaching method. The learners were passive and appeared to be drowsy.

According to the problems mentioned earlier, the researcher concludes that there should be an effort to solve the problems that happened among the fourth-grade students of MI YPPI 1945 Babat. Lail (2018) believes that English teachers ought to have other ways to motivate the students to improve their vocabulary skills, e.g., proper yet fun and creative media, strategies, or something beneficial to enhance their mood in learning English. To make learning vocabulary interesting in addressing the above challenge, one of the instructors might use varied media to learn English vocabulary that suit students, such as game-based learning referred to as Kahoot.

Kahoot is one of the game-based learning systems that can be utilized by English teachers in teaching English. Teachers and learners, with the aid of a device such as a smartphone, tablet, or laptop, can simply create, access, or answer questions on Kahoot. Due to the inclusion of images and videos within quizzes, the learning process and teaching process can also be fun for the learners. Therefore, it may increase students' interest, motivation, and engagement. As is in line with that, as per Babar & Panah (2020) there are several advantages of Kahoot which are providing collaborative learning, assistance to learn by the students more conveniently, makes funny and competitive class room, results in effective learning, provides direct feedback, encourages and motivates students, enthusiasm, commitment, learning environment, and bravery.

Most teachers use Kahoot as a game strategy in their teaching. Kahoot, as one of the technological media, has been contended to be suitable for vocabulary teaching (Hadijah et al., 2020). Marsa et.al. (2021) affirm that Kahoot has a strong influence in the areas of engagement, perception, motivation, and positive attitude and students' reading achievement. It suggests that applying Kahoot is more effective and superior compared to using a traditional method. In addition, Korkmaz and Öz (2021) showed that Kahoot use is efficient in enhancing the reading achievement of EFL students, and there was a high positive correlation

between students' attitudes towards the Kahoot game and reading achievement. Furthermore, Putra, et al. (2022) highlight that Kahoot can be optimized to improve students' motivation, fun learning, and being a healthy competition in a session of learning. Considering the above explanation, the objective of this study is to find out how the cooperative Kahoot mode can improve students' vocabulary mastery in the fourth grade of MI YPPI 1945 Babat academic year 2022/2023.

Literature Review

Collaborative Kahoot in Language Learning

Kahoot is an educational game that has gained popularity in mass scale in learning settings for its ability to enhance learner motivation and participation (Wang & Tahir, 2020). Unlike traditional learning processes, Kahoot combines interactive quizzes with instant feedback, helping learners memorize facts more effectively. The Collaborative Mode of Kahoot promotes teamwork, allowing learners to work together in small groups to discuss and answer questions. This enhances peer learning, through which the students can explain things to peers and work through misunderstanding, achieving more understanding (Plump & LaRosa, 2017).

Through studies, collaborative learning environments enhance cognitive and social development among the students (Slavin, 1995). When the students engage in group-oriented Kahoot, they gain problem-solving skills and critical thinking since they reason the correct responses before giving their responses. Vygotsky's (1978) sociocultural theory emphasizes social interaction in the learning process and suggests that students learn most effectively when working with peers and guided within their "zone of proximal development." In the classroom setting, Collaborative Kahoot has this same assumption in that it enables students to build knowledge as a group rather than individually.

Besides, game-based learning methods, such as Kahoot, have been found to reduce the anxiety of language learning and enhance active participation (Zarzycka-Piskorz, 2016). Traditional learning of vocabulary is often founded on memorization, which can be dull and wasteful. However, if students are placed in competitive yet friendly environments, then they become more optimistic in their attitude towards learning (Hung, 2017). With the integration of collaborative elements into Kahoot, not only are students learning words, but they also feel confident using language.

Vocabulary Mastery in Language Learning

Vocabulary mastery is a key part of language ability because it has a direct relationship with reading, writing, and the overall ability to communicate (Nation, 2013). In the absence of a sound vocabulary foundation, students struggle to

express themselves clearly and understand words when spoken or written. According to Schmitt (2000), receptive and productive knowledge are needed in learning vocabulary. Receptive vocabulary are words that can be identified and understood by learners, while productive vocabulary are words that can be actively employed in speech and writing. Effective vocabulary instruction must address both to facilitate effective language acquisition.

Research indicates that learning vocabulary is optimal when it is contextualized and interactive rather than merely through memorization (Richards & Renandya, 2002). Repeated practice of words in new contexts is the most successful vocabulary learning strategy (Nation, 2013). Group Kahoot activities produce such practice through employing vocabulary words within a variety of question formats, discussions, and following activities. This adheres to the incidental learning theory that students acquire vocabulary more effectively if they observe words being used in authentic contexts and not from isolated word lists (Hulstijn, 2001).

Besides, peer work plays a crucial role in reinforcing vocabulary recall. Students can process information more profoundly and gain stronger recall systems when they learn vocabulary meanings through group discussion (Webb, 2007). Students are enhanced in linking words and practical application through the use of collaborative learning strategies such as group discussion and think-pair-share. Collaborative Kahoot here refers to an interactive tool that not only facilitates the learning of vocabulary but also prompts students to apply vocabulary actively in conversation and written work.

Research Methods

This study was conducted as classroom action research. Sujana (2010) explained Classroom Action Research (CAR) as cyclical research to address teaching problems, improve students' achievement, and act as a tool for teachers' self-reflection. In this case, the researchers carried out classroom action to improve the students' mastery of vocabulary through collaborative Kahoot mode. This study was conducted in two cycles with four steps: (1) Planning, (2) Action, (3) Observation, and (4) Reflection. The subject of this study was fourth-grade students of MI YPPI 1945 Babat, with 96 students comprising 44 males and 52 females.

To collect the data, the researcher used the vocabulary test and field notes. The vocabulary test was aimed to measure the students' vocabulary mastery. Meanwhile, field notes were used to support the data from the vocabulary test. The action research was considered successful if it could exceed the criteria that had been established. The research is considered successful as vocabulary students' performances improve after using Kahoot, and 80% of the students can score Minimum Learning Completion (KKM) ≥ 70 .

Findings and Discussion

Findings

The section concerns on the findings within one cycle. It provides the data that were collected in three meetings. Before the researcher elaborated on the three major meetings, the preliminary study was done a week before the first meeting. The preliminary study was intended to scan students' vocabulary mastery by giving a vocabulary test. The three major meetings were held from February 6th until February 25th, 2023. The time allocation was 2 x 40 minutes for each meeting. In teaching the students, the researcher elaborated on PPP (Present, Practice, and Production). The data findings were based on the analysis of observation sheets, listening comprehension tests, and field notes. From the first meeting to the last, the researcher acted both as teacher and observer.

The first session was all about introducing students to new vocabulary and familiarizing them with collaborative Kahoot mode. The warm-up was a quick word association activity where the instructor engaged students in guessing related words about the lesson based on pictures. After the attention of the students was attained, the teacher introduced 10–15 new words with the help of visual aids, gestures, and real-life examples to convey their meanings. For reinforcement, the teacher narrated a story or used short conversations with these words incorporated in them. This was followed by a controlled Kahoot activity, in which students were grouped into smaller groups to provide simple vocabulary-based questions. The teacher led students to reflect on possible responses before making their selection to encourage cooperation and critical thinking. The session was concluded by reflection, when the students commented on what they learned, and an assignment to take home in writing sentences using at least three of the newly taught words.

In the second session, there was a focus on strengthening vocabulary mastery and building student cooperation. The session began with a quick rehearsal of the words previously dealt with using flashcards or a fun game like charades. After the rehearsal, the students participated in a Collaborative Kahoot Challenge, where they were grouped to respond to progressively challenging vocabulary questions. The teacher introduced additional words throughout the quiz, keeping students active while expanding their vocabulary. To further enhance their engagement, students also got to create their own short Kahoot quizzes in groups, using the words they have learned. They exchanged quizzes with other groups and took turns answering the questions, encouraging teamwork and active recall. Lastly, the students reflected on their learning process and did homework in which they wrote a short story with at least five of the session's vocabulary words.

The final session was reserved for assessing students' command of vocabulary and applying their knowledge in real-life scenarios. The lesson began

with an engaging vocabulary game such as "Guess the Word" or "Word Relay," which was a pleasant start while revisiting previous learning. Next, students participated in a final Collaborative Kahoot Session, where they answered questions on all vocabulary words learned during the previous sessions. By working in groups, students practiced justifying their choices and motivating each other and became more confident. To use their vocabulary creatively, students worked on a hands-on activity in which they created brief skits, dialogues, or posters using the new vocabulary. The production of each group was then shared with the rest of the class with space for feedback and reinforcement of vocabulary usage. The session concluded with a reflection activity where the students provided their favorite words and learning experiences, and the instructor provided feedback and appreciation of progress.

The fourth session was dedicated to assessing students' vocabulary ability following the implementation of the Collaborative Kahoot Mode in the earlier sessions. It began with a brief warm-up activity where the students engaged in a light word game, such as a rapid round of matching words or charades, so that they unwinded and recalled what they had previously learned. Then, the instructor clarified why they were assessing to reassure the students that they were not testing to create tension but to measure their progress. The test is a formal vocabulary test with various types of questions such as multiple choice, filling in the blanks in sentences, matching words, and construction of short sentences. The test was designed to measure the ability of the students to recognize, understand, and use the acquired vocabulary words during the treatment lessons. During the test, the students worked independently to demonstrate that they understood while the teacher monitored and provided guidance where necessary. Once the test was completed, students were given a brief reflection session where they could share their views regarding the learning process, discuss challenges they faced, and give feedback regarding how confident they feel in using the new vocabulary. The session concluded with the teacher expressing appreciation for their effort and dedication throughout the learning process, confirming a positive and supportive classroom environment.

Apart from the vocabulary test, field notes were also central to obtaining qualitative data that complemented the findings of this study. During the roll-out of the Collaborative Kahoot Mode, the teacher documented systematic observations regarding students' engagement, participation, and responses in each session. The field notes recorded students' confidence, collaboration, and enthusiasm towards applying the newly acquired vocabulary, gaining a rich understanding of their learning journey.

During treatment sessions, field notes recorded students' increasing willingness to explain vocabulary meanings to their groups, their response strategies to Kahoot questions, and their ability to recall words in context. The

notes also recorded moments where students had improved, i.e., where they applied vocabulary words correctly in sentences or participated actively in class discussions. In addition, challenges experienced by the students, e.g., pronunciation difficulty or word comprehension at the onset, were noted and addressed during subsequent sessions.

By comparing the qualitative field note observations with the vocabulary test scores, the study was able to confirm that not only did the students improve their vocabulary mastery in measurable terms but also became more confident and engaged in learning. The stability of the better scores of students and their participative engagement as noted presented robust evidence that the implementation of the Collaborative Kahoot Mode was successful in mastering vocabulary. The field notes, thus, served as an integral companion to the vocabulary test, capturing in-depth information on the process of learning and corroborating the general effectiveness of the study.

Discussion

The findings of this study indicate that the implementation of a Collaborative Kahoot Mode was effective in promoting the vocabulary achievement of elementary students. This was supported by both the quantitative findings from the vocabulary test and qualitative observations recorded in the field notes. The students showed significant improvement in identifying, understanding, and using new vocabulary words, which corroborates current literature arguing that game-based learning enhances language learning through heightened student engagement and motivation (Wang & Tahir, 2020).

The findings of the vocabulary test revealed significant improvement in the students' scores after the three treatment sessions. More than 80% of the students got a score of ≥ 70 . This suggested that the interactive and collaborative aspects of Kahoot contributed to vocabulary retention, as active participation and repeated exposure to words are crucial for language learning (Nation, 2013). Kahoot's Collaborative Mode promoted peer interaction through discussion, which enabled students to develop a better grasp of word meanings and clear up misconceptions through social interaction (Vygotsky, 1978). In addition, the social competition and real-time feedback provided by Kahoot sustained students' engagement and reinforced learning, as also observed in studies of computer-based game-based learning (Plump & LaRosa, 2017).

Field notes also supported the test results through the detection of students' higher enthusiasm and involvement in the intervention. Students hesitated at the start to answer vocabulary questions, but confidence to share meanings of words among themselves increased with continued sessions. This was also as per research results by Zainuddin et al. (2020), who pointed out that collaborative learning environments support learners' confidence as well as encourage active

engagement. Field notes also documented improved mastery in using vocabulary words in sentences in school work, and that their acquisition extended to effective application over and above mere recognition.

Secondly, the success of this research came after studies emphasized the application of technology in language learning. Online tools like Kahoot not only ensure vocabulary recall but also encourage fun in learning, essential in maintaining student motivation and interest (Hung, 2017). The social aspect of Kahoot was very effective, as students were able to help one another, supporting the argument that peer interaction is an important element in vocabulary learning (Richards & Renandya, 2002).

In general, the findings of this study confirmed that Collaborative Kahoot Mode is an effective tool to enhance vocabulary learning among primary school students. The combination of engaging game-based teaching and peer-to-peer collaboration provided an active learning environment that significantly contributed to students' vocabulary learning. More studies can investigate the long-term effects of implementing this method and apply it to other language learning contexts. dibahas.

Conclusion

The results of this study indicate that the Collaborative Kahoot Mode is an effective way to increase elementary students' mastery of vocabulary. Implemented under a classroom action research design, the study provided evidence that integrating collaborative and game-based learning significantly improves vocabulary recall, students' engagement, and their confidence in using new words. The vocabulary test outcomes showed substantial gains in students' recognition, understanding, and application of vocabulary, and field notes confirmed increased enthusiasm, participation, and peer-to-peer interaction throughout the intervention. Kahoot's collaborative nature produced a supportive learning environment in which students freely argued word meanings, cleared misconceptions, and applied their knowledge to real-life scenarios. In addition, the incorporation of technology made learning more interactive and enjoyable, emphasizing the use of digital materials in modern language acquisition. As such, with this success, its long-term influence on vocabulary learning and its adaptation in different settings of language acquisition can be the focus of subsequent studies. Ultimately, the study affirms that game-based collaborative learning, executed well, could be a worthwhile means in advancing students' learning of vocabulary as well as their overall language skills.

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