

THE IMPLEMENTATION OF THE GAME-BASED LEARNING METHOD THROUGH ONLINE EDUCATIONAL GAMES USING KAHOOT TO IMPROVE ENGLISH VOCABULARY MASTERY OF GRADE I STUDENTS AT GLR CHRISTIAN ELEMENTARY SCHOOL SURABAYA

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Abstract

This study explored the effectiveness of Game-Based Learning (GBL) using Kahoot to enhance English vocabulary mastery among Grade I-B students at GLR Christian Elementary School. Conducted through Classroom Action Research (CAR) over three cycles, the method showed consistent improvement in student performance. Average scores rose from 88.59% (pre-test) to 98.85% (Cycle I), dipped slightly to 97.95% (Cycle II), and increased to 99.10% (Cycle III). Standard deviation dropped significantly, indicating more consistent achievement. The GBL approach also improved student engagement, independence, confidence, and vocabulary retention. All students achieved the learning standard. These results support previous research on the benefits of GBL in enhancing motivation and language skills. Kahoot is recommended as an effective and engaging tool for vocabulary instruction.

Keywords: Game-Based Learning, Kahoot, English vocabulary, Grade 1 students, learning motivation

INTRODUCTION

Language plays a crucial role in every student's life as a medium of communication and a tool for conveying information and fostering mutual understanding. In Indonesia, English is considered a second language and serves as a gateway for students to access global knowledge, technology, education, and communication (Tiara et al., 2020). Although English is taught from the early grades, many students still struggle to master essential vocabulary.

This phenomenon presents a contradiction: despite the recognition of English as a critical subject and the increasing demand for language skills in the global era, students' vocabulary mastery remains low. At GLR Christian Elementary School in Surabaya, for