

# USING GUESSING GAME WITH KAHOOT APPLICATION TO IMPROVE CHILDREN VOCABULARY MASTERY

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**Abstract:** This study aimed to examine the effectiveness of using a guessing game through the Kahoot application to improve vocabulary mastery among kindergarten children. The research was conducted at TK Dharma Wanita UNHAS, involving children from group B2 as participants. The study employed a pre-experimental design using a one-group pre-test and post-test model. The vocabulary materials covered in this study focused on four main themes: colors, animals, fruits, and numbers. These topics were selected based on their relevance and familiarity to early childhood learners. The pre-test results showed that most students were in the "Not Yet Developed" (30%) and "Starting to Develop" (35%) categories. In contrast, the post-test results showed that none of the students remained in the "Not Yet Developed" category. A total of 50% of students reached the "Developed Very Well" category, indicating a significant improvement after the implementation of the guessing game with the Kahoot application. The students' average scores also increased from 47.5 to 80. In conclusion, the findings suggest that the use of Kahoot-based guessing games is an effective teaching strategy for enhancing vocabulary mastery among kindergarten children. It creates a fun, interactive, and motivating learning environment, which is essential for young learners in acquiring new improving vocabulary.

**Keywords:** Guessing Game, Kahoot, Vocabulary Mastery, Kindergarten.

## 1. INTRODUCTION

According to Sitty Sulastri Waliulu, Muhammad Chairil Imran and Sulviana (2024). Language is a system of communication. It is basically a means of both oral and written communication. Language is very important when people want to express their ideas. Without language, people will have difficulties when they interact one to another. In the era of globalization, teachers need to prepare their students to become international citizens. One way to prepare them is to make English an international language. Students can use English as an effective communication tool. Likewise, in learning English, (Diyata, 2016) also stated that there are four skills that should ideally be mastered in learning English, namely: speaking, reading, listening and writing. ICT can be defined as the computers and peripherals to encompass technologies that are better suited to the needs of young children (Cheng, 2016). In early childhood education (ECE), the term ICT can include computer hardware and software, digital cameras and video cameras, the Internet, telecommunication tools, programmable toys and many other devices and resources (Bolstad, 2004).

According to Elvi Tamdang, Rizka Indahyanti and Sitti Nurjannah (2025), Vocabulary is an essential component of language in learning a language, especially in English as a foreign language. Students' need to master

vocabulary, students' master more vocabulary, the better will be their performance in all aspect of students' English, knowing how words are described and categorised will help students' in understanding English vocabulary teaching (Thornbury, 2008). Therefore, students' who enrich their vocabulary will be successful in English learning, mastery of vocabulary affects students' ability in four skills. In Junior High School students' should master vocabulary 100-500 words depends on certain justification after considering their goals and teaching of vocabulary in Junior High School are more concerned with content words. So the mastery of vocabulary is needed in order to be able to communicate in English well, in communicate, we need to understand the four skill, especially in English, namely listening, speaking, reading and writing (Jusmaniar, Nonci 2022). Therefore, vocabulary is an important part that facilitates the use of a second language, because, without the correct vocabulary, language cannot function structurally and will be difficult to understand.

According to Mellyana, Rizka Indahyanti and Muthmainnah Mursidin (2024). The significance of vocabulary permeates into academic and practical contexts, with proficient students typically having a rich lexicon (M Alqahtani,2015). However, many learners face difficulties in retaining previously learned words, leading to challenges in articulating thoughts and opinions, especially in professional settings. In the context of teaching United Kingdom vocabulary, there are a variety of methodologies that can be used to help learners expand their lexical repertoire. Educators are required to choose the right methods to facilitate effective teaching, taking into account the inherent complexity of teaching United Kingdom vocabulary. Similar to other social science teaching, successful vocabulary teaching requires a tailored approach to ensure optimal learning outcomes.

A guessing game is one in which one person knows something, and the others have limited time to figure out or guess what it is. This game can be used in the grouproom. This activity is intended to pique children' attention and bring them closer to the content. Aside from that, every child in the group can participate in the guessing game. As a result, the guessing game will boost children' motivation to study English while also influencing their vocabulary mastery. Guessing game are very effective in overcoming vocabulary problems in PAUD children because this game is fun and interactive, so that children are easier and more interested in learning new vocabulary. This game also helps children to combine new understanding with the understanding they already know. Several studies have been conducted in this regard. Anggraini et al. (2020) researched the use of guessing games to improve children' vocabulary mastery in group B2 TK Dharma Wanita UNHAS.

The findings of this study revealed that children' vocabulary mastery improved significantly after being taught to use a guessing game. Moreover, the study's respondents revealed that most children worked without stress, had fun, and learned something new. According to the findings, the children's reaction to the technique was positive. Another survey carried out by Razmi et al. (2019) showed that guessing game helps children develop their vocabulary

memorizing ability in a fun way, improving their vocabulary. Using Guessing Games increases vocabulary, individual or group. Afterward, a study by Wahyuni & Yulianti (2016) mentioned that guessing games improved children's speaking ability, and using this game technique in the group room is more effective for children's speaking skills.

## 2. LITERATURE REVIEW

### 2.1. STPPA (Child Development Achievement Level Standards)

The Standar Tingkat Pencapaian Perkembangan Anak (STPPA) or Child Development Achievement Level Standards are national benchmarks set by the Indonesian Ministry of Education to assess the holistic development of children in early childhood education. These standards are divided into six interrelated domains:

1. Religious and Moral Values Development
2. Physical-Motor Development
3. Cognitive Development
4. Language Development
5. Social and Emotional Development
6. Artistic and Aesthetic Development

### 2.2. Vocabulary

Vocabulary is closely related to learning a new language. Vocabulary refers to knowledge of words, their meanings, and how to use words effectively to communicate. Vocabulary is an essential part of the language. (Lehr et al, 2001, as cited in Hiebert and Kamil, 2005) describe vocabulary as the awareness of words and their meanings in spoken and written language. An individual who wants to communicate in a specific language must first master the vocabulary of that language. Furthermore, Alqahtani (2015) argues that developing a large vocabulary is essential for successful foreign language use because a language learner can only use the structures and function he has learned for comprehensible communication if he has an extensive vocabulary. Aebersold & Field (1997) also group vocabulary into two types: active and passive:

- a. Active vocabulary refers to items a learner can use appropriately in speaking or writing. It is also known as productive vocabulary, even though it is more difficult to practice. To use productive vocabulary, children must know how to pronounce it correctly, be familiar with collocations, and understand the word's connotation meaning. This type is usually used in speaking and writing skills.
- b. Passive vocabulary, also known as a receptive vocabulary, refers to language items that can be recognized and understood while reading or listening.

### 2.3. Guessing Game

Guessing game is teaching techniques. Many experts agree, including Webster (1989, as cited in Latifa et al., 2019) defines a guessing game as a game

wherein players compete individually or in companies to identify something that is obliquely indicated (as in riddles or charades). In addition, Wright (1983) says that, guessing game is someone knows something and the others must find out what it is. In order to learn vocabulary, children must guess the words they want to learn. There are many kinds of games which can be used in teaching English. Lewis and Bedson divided games according to their general character and spirit. They are:

- a. Guessing game: The aim in the these games to guess to the answer of the questions given.
- b. Movement games in which children are physically active.
- c. Card games: Games, during which children collect, give away, sort and count cards; cards can have a meaning in a game, or simply serve as symbols for objects or actions.
- d. Board games: All games which mainly involve moving makers along a path.
- e. Dice games: Games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of alphabet.
- f. Drawing games: They require creativity and sensitivity towards world, the children must be able to understand instructions and describe their art.
- g. Role-play games: They can vary from guided drama to free speaking activities but it depends on the language level, curiosity, and confidence of players.
- h. Team games: They can belong to other categories but also require cooperative teamwork.
- i. Word games: These kinds of games allow utilizing children's enjoyment with words.

#### **2.4. Kahoot Application**

According to Krista Graham (21), Kahoot is an online learning media based on free questions that are used in teaching and learning activities to evaluate the results of children' learning processes, review learning materials and stimulate children' interest in discussing well in groups about questions. questions provided by Kahoot. Kahoot! is a free and fun game-based learning platform for learning and developing learning objects or learning materials that can be customized by users. Teachers can employ the guessing games technique because, as Morris (1976, as cited in Yuliani, 2017) points out, there are numerous benefits to teaching through guessing games:

1. Create a more active learning atmosphere in the group room because children can play while learning.
2. The games encourage physical development and growth.
3. The games aid in the process of socializing.
4. The games are enjoyable and interesting for the children to play.
5. The games make learning fun for children.
6. The games promote emotional understanding amongst children.
7. The Kahoot is suitable for preschool children.
8. The Kahoot is easy to use to play guessing games
9. The games allow children to practice a variety of language abilities, including speaking, writing.

### 3. METHODS

This research applied a quantitative approach using a pre-experimental design, specifically the one-group pre-test and post-test design. This design is used to examine the effect of an educational intervention by comparing the students' performance before and after treatment without a control group. The population of this research included all students of TK Dharma Wanita UNHAS during the academic year 2024/2025. The school had three classes: Class B1, Class B2, and Class B3, with a total of 55 students aged between 5 to 6 years old. These students were in the early childhood education stage, which is crucial for vocabulary mastery. The sample of this study was selected using purposive sampling, a non-random technique in which the researcher intentionally chooses participants based on specific purposes and considerations. In this case, the researcher selected Class B2, which consisted of 20 students, as the sample for this study.

### 4. RESULTS

#### 4.1. Pre-test Results

The pre-test was conducted to measure students' initial vocabulary mastery before receiving the treatment. The results are presented in the table below:

**Table 4.1 Frequency and Percentage of Pre-Test Results in The Class**

		Pre-test Score			
		Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Valid	Not Yet Developed	6	30.0	30.0	30.0
	Beginning to Develop	7	35.0	35.0	65.0
	Developing as Expected	7	35.0	35.0	100.0
<b>Total</b>		<b>20</b>	<b>100.0</b>	<b>100.0</b>	

The pre-test data shows that most students were in the "Not Yet Developed" and "Beginning to Develop" categories. None of the students had reached the "Very Well Developed" category at this stage. The average score was 47.5, which indicated low vocabulary mastery.

#### 4.2. Post-test Results

The post-test was administered after the treatment using guessing games with Kahoot. The results are as follows:

**Tabel 4.2 Frequency and Percentage of Post-Test Results in The Class**

		Post-test Score			
		Frequency	Percentage (%)	Valid Percent	Cumulative Percent
Valid	Beginning to Develop	5	25.0	25.0	25.0
	Developing as Expected	5	25.0	25.0	50.0
	Very Well Developed	10	50.0	50.0	100.0
<b>Total</b>		<b>20</b>	<b>100.0</b>	<b>100.0</b>	

After the treatment, there was a significant shift in student achievement. Half of the students (50%) reached the "Very Well Developed" category, and none remained in the "Not Yet Developed" level. The average score increased to 80, reflecting substantial improvement in students' vocabulary mastery.

#### 4.3. Mean Score of Pre-test and Post-test

The mean scores of the pre-test and post-test must be compared to determine whether or not the children vocabulary had improved. The data was presented in the table here, so the difference between the mean scores of the pre-test and post-test can easily be seen. If the mean score of the post-test was higher than the mean score of the pre-test, the children's vocabulary was improved.

**Table 4.3 The Difference Between Mean Score of Pre-test and Post-test.**

Test	Mean score
Pre-test	47,5
Pos- test	80
<b>Difference</b>	<b>32,5</b>

According to table 3 above, the difference in mean scores between the pre-test and post-test was 32,5. The mean score in the post-test was higher than the mean score in the pre-test. Also, most children improved their vocabulary mastery after treatment using the guessing game with Kahoot application. It was strong proof that the guessing game helps children to improve their vocabulary.

## 5. DISCUSSION

This research aimed to investigate whether the use of guessing games through the Kahoot! application could improve vocabulary mastery among kindergarten children at TK Dharma Wanita UNHAS. The findings revealed a significant improvement in children' vocabulary acquisition, as evidenced by the notable increase in post-test scores compared to pre-test scores. This section

discusses the key findings, their implications, and how they are supported by existing theories and expert perspectives.

The results show that using Kahoot! as a medium for teaching vocabulary through guessing games was highly effective in enhancing children's vocabulary mastery. The mean pre-test score was 47.5, indicating limited prior vocabulary knowledge. After the intervention, the mean post-test score rose significantly to 80. This increase of 32.5 points suggests substantial progress in the children's ability to recognize and recall English vocabulary related to colors, animals, fruits, and numbers.

This result aligns with Morris (1976, as cited in Yuliani, 2017), who emphasized that games bring enjoyment into the group room, fostering an engaging and relaxed learning atmosphere. The fun and interactive nature of Kahoot! helped reduce children's anxiety and motivated them to participate actively, as they were excited by the competitive element of the game.

Furthermore, this supports Prawiyata's (2018) research, which found that guessing games significantly enhance vocabulary acquisition. Games like Kahoot! provide immediate feedback and allow children to interact with vocabulary both visually and contextually important factors for young learners who benefit from multi-modal inputs.

## **6. CONCLUSION**

This study concludes that using guessing games with the Kahoot! application is an effective method for enhancing children's English vocabulary mastery. The research was conducted with group B2 children at TK Dharma Wanita UNHAS, involving a total of 20 participants. Based on the findings, children in group B2 successfully engaged in vocabulary learning through guessing games using the Kahoot! application. The results showed a significant improvement in their vocabulary mastery, as reflected in their test scores. The average pre-test score was 47.5, while the average post-test score increased to 80, resulting in a gain of 32.5 points. The children were highly enthusiastic when participating in the guessing game activities through Kahoot, which contributed to their increased motivation and focus during the learning process. Therefore, it can be concluded that the use of guessing games with the Kahoot! application significantly supports vocabulary development in young learners.

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