

## **GAMIFIED FORMATIVE ASSESSMENT WITH KAHOOT: ADVANCING ENGAGEMENT AND COLLABORATION IN EFL CLASSROOM**

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### **ABSTRACT**

This study explores the use of Kahoot, a game-based digital platform, as a formative assessment tool in the English as a Foreign Language (EFL) classroom. The primary objective is to investigate how Kahoot influences students' engagement and collaboration during formative assessment activities. Conducted MTsN 2 Bangka, the research involved 20 eighth-grade students who had experienced formative assessments using Kahoot. The study employed a qualitative approach, utilizing Likert-scale questionnaires, open-ended responses, and semi-structured interviews with four randomly selected students to gather both quantitative and qualitative data. The findings indicate that Kahoot significantly enhances student engagement by creating a fun, interactive, and motivating learning environment. Most students reported increased attentiveness, active participation, and enjoyment during assessment sessions. Additionally, the study revealed that Kahoot fosters collaborative learning by encouraging teamwork, peer communication, and knowledge sharing among classmates. Students expressed that the platform helped them feel more connected to their peers and enabled them to contribute actively in group settings. While most responses were positive, a minority of students suggested that feedback should be given after completing all questions, rather than after each item, to avoid disrupting their concentration. Finally, the research demonstrates that integrating Kahoot into formative assessment practices in the EFL context can significantly improve students' motivation, engagement, and collaboration. These outcomes suggest that digital platforms like Kahoot hold considerable potential for enhancing the effectiveness of formative assessments and supporting student-centered learning in language education.

**Key Words:** Formative Assessment, Kahoot, Student Engagement, Student Collaboration, EFL

### **INTRODUCTION**

In recent years, formative assessment is regarded as one of the most influential strategies for enhancing the teaching and learning process. This type of assessment is conducted to examine students' comprehension, learning needs, and progress in relation to a specific unit of instructional materials (Schildkamp et al., 2020). Moreover, it also assists the educators in identifying students' difficulties in grasping instructional materials. Similarly, Meldia & Melani (2022) confirmed that the formative assessment gathers an in-depth information about teaching and learning practices in enriching the instructional quality and ensuring students needs based on the academic standard. It emphasizes how students' progresses can be maintained and how they can improve their performances in the learning processes. Therefore, the effective implementation of formative assessment within classroom settings is indispensable for educators.

As previously discussed, the formative assessment is integrated throughout the teaching and learning processes. It supports teachers in designing and implementing more effective instructional strategies that enhance EFL student learning outcomes

(Ramdhani et al., 2024). Specifically, the formative assessment accommodates two critical functions, including how to identify and adjust the learning activities and how to select the most appropriate methods to improve students' academic achievement. In addition, Lui & Andrade (2022) highlighted that key elements of formative assessment consist of several components, such as continuous teacher–student interactions, clear communication, detailed information about learning process, and specific instructional feedback and measurement.

Furthermore, formative assessment has gained increasing attention across the academic community for its critical role in enhancing EFL student understanding and learning outcomes. According to Ramdhani et al.,(2024) formative assessment is essential for supporting effective instructional practices. In addition, it allows educators to monitor EFL student progress continuously and create real-time adjustments. To put in another way, it emphasizes that well-designed formative assessments enable students to engage in collecting, interpreting, and utilizing evidence of their learning within short instructional cycles, thereby facilitating deeper cognitive engagement.

In parallel with this pedagogical shift, game-based learning has emerged as a powerful educational strategy. Numerous studies within the last five years affirm that game-based learning not only improves academic performance but also significantly increases student motivation and engagement (Wang & Tahir, 2020). Through its interactive and competitive nature, game-based platforms create stimulating learning environments where students are more likely to participate actively and persist through challenges.

Among the most widely adopted tools is Kahoot, a free, real-time digital learning platform used globally by over 30 million users. Kahoot allows educators to design quizzes that promote active learning, immediate feedback, and competitive interaction. Rojabi et al., (2022) confirmed that Kahoot is regularly used during feedback sessions as a supplemental e-assessment tool alongside the university's learning portal. This structured approach to digital formative assessment encourages both knowledge retention and learner collaboration. Moreover, it does not only promote technological fluency among teachers and students but also fosters creativity, social interaction, and collaborative learning—core competencies in 21st-century education.

To be more specific, the present study investigates students' perceptions of using Kahoot as a formative assessment tool in English language instruction at MTsN 2 Bangka. It examines how Kahoot influences learners' engagement and collaboration through a qualitative research methodology by involving Likert-scale surveys, open-ended responses, and student interviews. The participants include 20 eighth-grade students who had prior experience using Kahoot for formative assessments.

## **RESEARCH METHODOLOGY**

This study employed a qualitative research design to examine the implementation and effectiveness of formative assessment practices utilizing Kahoot in an English as a Foreign Language (EFL) classroom context. The data were obtained through semi-structured interviews involving four randomly selected students from MTsN 2 Bangka,

who had previously experienced formative assessment activities using Kahoot in their English classes. To ensure the credibility and neutrality of participants' responses, the true purpose of the research was intentionally withheld until the data collection process was fully completed.

Furthermore, the interview sessions aimed to explore the students' perceptions, experiences, and interpretations of using Kahoot as a formative assessment tool. In addition, the researcher conducted an in-depth interview in a comfortable and non-threatening environment to encourage the learners in expressing their thoughts openly and elaborating on how Kahoot influenced their learning engagement and classroom experience. The researchers used a series of open-ended questions, structured from general to specific to elicit deeper insights without interrogating or pressuring them.

In order to capture the richness and complexity of the participants' responses, the interview data were analysed through qualitative descriptive analysis, incorporating detailed thematic interpretations and supported by verbatim excerpts to illustrate key findings. This approach facilitated a comprehensive understanding of how students perceive formative assessment when integrated with interactive digital tools such as Kahoot.

To complement the qualitative data, a Likert-scale questionnaire was administered to further investigate student attitudes towards the use of Kahoot after a formative assessment session. The survey comprised 15 items, rated on a scale from 1 (strongly disagree) to 5 (strongly agree), measuring various aspects such as engagement, motivation, and perceived learning outcomes. Additionally, students were given the opportunity to respond to open-ended prompts about the advantages and limitations of using Kahoot, and were invited to provide any additional comments anonymously, ensuring that a broad range of perspectives could be captured and considered.

## RESULTS AND DISCUSSION

### A. Kahoot and Students Engagement

Group	No	Item	Totally Agree (5)	Agree (4)	Neither agree or disagree (3)	Disagree (2)	Totally disagree (1)
Engagement	E1	Kahoot is fun	80%	10%	0%	0%	0%
	E2	Kahoot provides more relaxed classroom atmosphere	80%	15%	5%	0%	0%
	E3	I could focus more during the game than normal lectures	90%	10%	0%	0%	0%
	E4	I was more positive towards the topic after playing the game.	80%	20%	0%	0%	0%
	E5	I liked getting feedback after every question	70%	20%	0%	10%	0%

E6	Even though I may not be familiar with the topics, I was comfortable to participate.	75%	25%	5%	0%	0%
E7	I wish Kahoot was used in other lecturers.	90%	10%	0%	0%	0%
E8	I will adopt the application for other lessons and/or, other purposes (e.g. my after-school clubs) in the future	65%	30%	5%	0%	0%
E9	I often compared my answer to my classmates' answer	70%	25%	5%	0%	0%
E10	I spent time explaining the answer to my team and my class	80%	15%	5%	0%	0%

**Table 1**  
**Kahoot and Student Engagement Responses**

Table 1 presents the responses of 20 students who participated in a questionnaire designed to explore their perceptions of using Kahoot as a formative assessment tool and to examine the degree of their engagement during EFL classroom activities. The data suggest that digital formative assessment tools like Kahoot have a positive impact on student motivation, participation, attentiveness, and collaborative learning, thereby supporting their overall language learning process.

The overwhelming agreement among participants, where 80% strongly agreed and 20% agreed that Kahoot made learning enjoyable, demonstrates its capacity to create an engaging and dynamic classroom environment. This finding aligns with recent research by Pratama & Suastha (2024), who revealed that Kahoot's interactive game significantly increased the EFL student motivation and classroom participation, particularly in language learning settings. Similarly, Rojabi et al., (2022) observed that gamified vocabulary quizzes using Kahoot improved learning outcomes and sustained learner interest in the EFL context. Thus, these results support the assertion that incorporating game-based elements into formative assessments can heighten student enthusiasm and reinforce learning objectives.

In addition, student comments reinforced this perception. For instance, S1 noted, *"It helps my brain work effectively,"* indicating the cognitive stimulation caused by time constraints. Likewise, S9 emphasized Kahoot's attention-grabbing effect, while S7 highlighted the platform's collaborative features. To be more specific, these sentiments underscore the platform's potential to transform routine assessments into cognitively and socially engaging experiences.

Moreover, Kahoot was also perceived to reduce classroom tension. The items E1 and E2, which explored this aspect, received predominantly positive ratings, with 95% of students expressing strong or moderate agreement. The competitive design of Kahoot game appeared to foster a relaxed yet focused learning atmosphere. As S9 articulated, *“It breaks the serious atmosphere in the class,”* and S4 added that the drive to win kept them focused throughout the activity.

To put in another way, Tampubolon et al., (2025) concluded that Kahoot promoted a more positive and low-anxiety learning environment, especially among students in high-stakes language learning contexts. Their study showed that students performed better when they perceived the assessment as a game rather than a traditional test. Mustagis et al., (2024) also observed similar improvements in classroom climate and student enthusiasm when Kahoot was implemented to review English vocabulary and grammar material.

In summary, the data proved that Kahoot serves as one of the effective formative assessment tools in the EFL classroom by developing EFL student engagement and motivation. These findings are consistent with recent studies that highlight the benefits of gamified assessment platforms. Overall, Kahoot presents a valuable opportunity to bridge assessment and instruction both in pedagogy and student-centered objectives.

## B. Kahoot and Students Collaboration

Group	No	Item	Totally Agree (5)	Agree (4)	Neither agree or disagree (3)	Disagree (2)	Totally disagree (1)
Collaboration	C1	Kahoot fosters exchange of knowledge, information and experiences	50%	35%	15%	0%	0%
	C2	Kahoot focuses on team work rather than individual work	15%	60%	20%	5%	0%
	C3	Kahoot enhances communication with classmates	40%	50%	10%	0%	0%
	C4	Kahoot fosters team spirit	45%	55%	0%	0%	0%
	C5	I often played as an observer, rather than a player.	0%	20%	10%	60%	10%

**Table 2**  
**Kahoot and Student Collaboration**

The findings presented in Table 2 provided evidence that the integration of Kahoot into the formative assessments can foster a collaborative and an engaging learning environment. The EFL learners consistently reported positive perceptions of Kahoot's capacity to support peer interaction, knowledge exchange, teamwork, and active classroom participation.

To be more specific, statement C1, which focused on Kahoot's ability to facilitate the exchange of knowledge, information, and experiences, was met with universal agreement or neutrality. This reflects the EFL students shared recognition of the tool's pedagogical value in promoting interaction and mutual learning. These results align with Wang & Tahir (2020) who concluded in their systematic review that Kahoot significantly enhances classroom dynamics by encouraging learners to share insights and reflect on their peers' input. Additionally, Hibana et al., (2024) emphasized that the game-based platforms foster cognitive engagement by transforming static learning tasks into interactive, student-centered experiences. Qualitative responses further supported this, with students noting increased motivation and efficiency in learning when using Kahoot, suggesting that the tool not only supports academic development but also streamlines learning processes.

Regarding collaborative learning, Statement C2 received similarly favourable responses with 75% of students agreeing or strongly agreeing that Kahoot encourages teamwork. It reflects a broader trend in educational technology research, where digital platforms are increasingly recognized for their capacity to promote cooperative learning. Yanuarto et al., (2023) found that the EFL students participating in Kahoot-based assessments exhibited the stronger collaborative behaviours and mutual support, especially in language learning contexts. Students in the current study echoed this, stating that Kahoot shifted the focus from individual to collective efforts. This shift is critical in English as a Foreign Language classroom, where collaboration can enhance linguistic interaction and social language use.

Statement C3 further reinforced Kahoot's role in facilitating peer communication, with 90% of students acknowledging improvements in their classroom interactions. This result underscores the social learning potential of game-based platforms. According to Ruiz (2021), gamification tools like Kahoot allow students to interact freely, negotiate answers, and explain reasons. The findings also align with Altawalbeh (2023) who observed that students using Kahoot in team settings developed a stronger sense of connectedness and were more likely to engage in meaningful classroom discussions.

The data also highlights Kahoot's ability to promote team spirit, as shown in Statement C4, where all students either agreed or strongly agreed. The emotional engagement and enthusiasm reported by participants align with Wang & Tahir (2020) who found that the game-like features of Kahoot not only enhance motivation but also contribute to a positive classroom climate. The absence of any disagreement among respondents suggests a unanimous perception of Kahoot as a unifying and motivating tool during formative assessments.

Lastly, statement C5, which assessed students' active participation, revealed that the majority rejected the notion of being passive observers. This finding indicates that Kahoot successfully supports the students to be more active in the assessment process. Furthermore, Singh et al., (2022) provided a confirmatory evidence that competitive and real-time feedback features of Kahoot increase learner engagement and reduce passive learning behaviours. Moreover, the students felt more responsible for their own learning when participating in digital formative assessments, fostering a stronger sense of agency and academic responsibility.

To conclude, it demonstrated that Kahoot is an effective formative assessment tool that supports collaborative learning, enhances English communication, promotes engagement, and fosters a positive classroom atmosphere.

## CONCLUSION

This study has explored the implementation of Kahoot as a formative assessment tool in an EFL classroom setting, with a specific focus on student engagement and collaboration. Drawing on both quantitative and qualitative data from Grade 8 students at MTsN 2 Bangka, the findings revealed that Kahoot significantly enhanced learners' motivation, focus, and active participation. The gamified nature of the platform fostered a more relaxed and enjoyable learning atmosphere, encouraged student interaction, and supported knowledge-sharing and teamwork.

Moreover, the eight-grade learners perceived that Kahoot can be an effective tool for improving individual learning outcomes. Also, it strengthens peer communication and collective problem-solving. To be more specific, the results suggest that formative assessment through Kahoot cultivates a more dynamic and collaborative classroom environment, promoting both cognitive and social aspects of learning.

Finally, Kahoot serves as a valuable digital tool in formative assessment practices, particularly in the EFL contexts. Additionally, it aligns with the current educational shift toward interactive, student-centered learning environments. Other future researches may extend this study by including a larger and more diverse sample, investigating long-term impacts on academic performance, or comparing Kahoot with other digital formative tools to further understand its pedagogical value.

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