CHAPTER II

LITERATURE REVIEW

This chapter discusses theoretical frameworks that related to this study. This chapter covers to review of related literature that gives about the topic. This chapter includes some theories of vocabulary mastery, kahoot game.

2.1 Vocabulary Mastery

2.1.1 Vocabulary

Increasing one's vocabulary is the most important part of learning a language and should be the initial step in any language learning process. Words, their history, their evolution, their references to one another, and the manner in which we use them to establish connections are typically the first things that spring to mind when someone discusses language (Bauer, 1998:8). According to Newman and Dwyer (2009:385), vocabulary is "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)." From such considerations, one may infer the importance of vocabulary in language learning. Students may gain other linguistic abilities by expanding their vocabulary. Lack of vocabulary prevents students from speaking, reading, listening, or communicating with others.

2.1.2 The Importance of Vocabulary

One of the things that aids children in developing language skills, such as speaking, listening, reading, and writing, is vocabulary. While listening,

students are unable to fully understand the talk. It could be challenging for students with limited vocabulary to interact with others in the classroom. Pupils could find it difficult to comprehend what they read and to write effectively. Students' poor language skills are the root cause of many of these problems. necessary to acquire the remaining linguistic abilities.

2.1.3 Kinds of Vocabulary

Experts have classified several types of language depending on a variety of factors. Aeborsold and Lee (1997:133) categorize vocabulary into active and passive categories. :

1. Vocabulary is another name for active vocabulary. In addition to correctly pronouncing the vocabulary, learners must be adept at comprehending and applying the grammar of the target language.

2. "Passive vocabulary," also known as "receptive vocabulary," refers to language elements that are identifiable and intelligible through reading and listening. Another expert, Stuart Webb, separates terms into two groups and gives a detailed explanation of each (Al Qahtani 2015):

3. Receptive Vocabulary: This category includes terms that kids are unable to create but are able to understand when they are used in context.

4. Productive vocabulary: This category includes terms that children can understand, accurately pronounce, and use effectively in both writing and conversation.

2.1.4 Classification of Vocabulary

Furthermore, Thornburry (2010: 90) groups words in his books into functional categories called parts of speech, which include nouns, adjectives, verbs, and adverbs. They can be used as signals for various patterns or to link additional word groups by switching words from one of the largest groups. Here's why: The word serves a number of purposes within a text. It is separated into eight different types of words:

a. Nouns

Words that describe a person, thing, or group of things are called nouns.

b. Pronouns

Pronouns are words that are used to refer to someone or something. He, she, it, us, I, and you, for instance.

c. Verbs

Words that describe an action, state, or event are called verbs.

d. Adjective

words that alter or describe a person, location, or thing. An adjective restricts or provides additional information about a noun to the speaker or reader. For instance, attractive, small, good-looking, tall, and so forth.

e. Adverbs

Words that describe verb adjectives or adverbs are called adverbs.

Example: carefully, slowly, now, ago, and so on

f. Preposition

The words that show a connection between a noun or pronoun and another part of the phrase are utilized in front of them.

For example :at, on, in, under, behind, opposite, beside.

g. Conjunction

Words that connect the words in a group of words or phrases. Adverbial clauses commonly utilize conjunctions.

For example : for, but, or, and, when, because, if.

h. Determinant

Determininant are words like "a," "the," "some," and "an." To make learning simpler.

2.1.5 Teaching Vocabulary

Vocabulary is one of the most crucial areas for students to focus on if they wish to succeed. Thornbury asserts that spending most of your time studying grammar won't improve your English significantly (2013:132). Gaining new vocabulary and expressions will help you advance more. With words, you can say nearly anything, but with grammar, you can say very little. Studying words is a crucial part of learning a language since they are the building blocks of all languages. When students have a big vocabulary, they will utilize more words to express ideas.

Developing and applying one's skills and vocabulary is crucial. Teaching vocabulary is similar to studying a second language since

vocabulary is the foundation for learning the four language skills of speaking, reading, writing, and listening. It will be challenging for students to learn English if they do not comprehend and master the vocabulary. A language's vocabulary is an essential component. If the instructor is unable to match the method, vocabulary training will be less effective. A good method could make children want to learn new words and make it easier for them to remember what they've learned. According to the aforementioned expert, teaching vocabulary is a process that uses a range of strategies to help students comprehend and use words from other languages in an appropriate manner.

2.2 Kahoot game

2.2.1 Kahoot

Kahoot is an online game that evaluates students' skills based on course material. All you need to play the game is a multimedia tool, and it's free for instructors and students alike (Siegle, 2015:65). You can use a Chromebook, laptop, or cellphone to access the Kahoot website. Multiple-choice quizzes with a game-like format should be created by teachers for their students. The questions on the quizzes display various multimedia items, such as photos or videos, and can be replied by choosing one of four possibilities (Siegle, 2015:325). Additionally, the teacher can choose how much time each question is answered by the students (Siegle, 2015:326).

a. Teaching Vocabulary Through Kahoot

In order to increase student engagement and interaction during the learning process, technology application should be taken into consideration when teaching English (Wang & Lieberoth, 2016:4). Using technology as a tool for general assessment is a difficulty for language teachers (Godwin-Jones, 2015:25). Teachers think that incorporating technology into the classroom will benefit students' learning. When teachers are unable to provide engaging teaching and learning activities, students will become bored. It is therefore required of teachers to employ technology in the classroom to foster engaging learning. Students' perceptions of utilizing cellphones for language instruction change when they see them as more than just instructional tools; instead, they get excited and interested in using them to stay updated in their daily lives. Utilizing technology to apply vocabulary training can raise exam scores for kids (Sharma & Unger, 2016; Yip & Kwan, 2006:10). Kahoot is one of the technologies that has been employed. Here are some steps how to conduct Kahoot! Application :
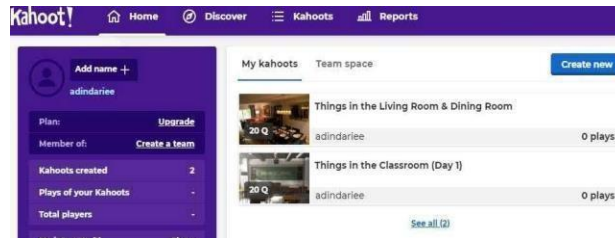
- Access www.Kahoot!.com both for teacher and students.

- On teacher"s device, click „Log in".

- After the teacher has got access to her account, choose which section to beplayed (e.g: Things in the Living Room and Dining Room)

- Click the game title then click „Play".

- Choose players options (Player vs Player 1:1 Devices) or,Choose „

  Team vs Team Shared Devices‟ *it depends on students‟ device

- Click „Player vs Player 1:1 Devices‟ then from teacher‟s device the

  game

  PIN for students‟ access

- Each students should access Kahoot!.it, then enter the game PIN.

- After that, enter the „Nickname" then click „OK, go!"

- From teacher"s device, student"s name who has registered their PIN will

  be shown on teacher"s device; and so the other players.

- From the teacher"s device, click „Start" to conduct the quiz.
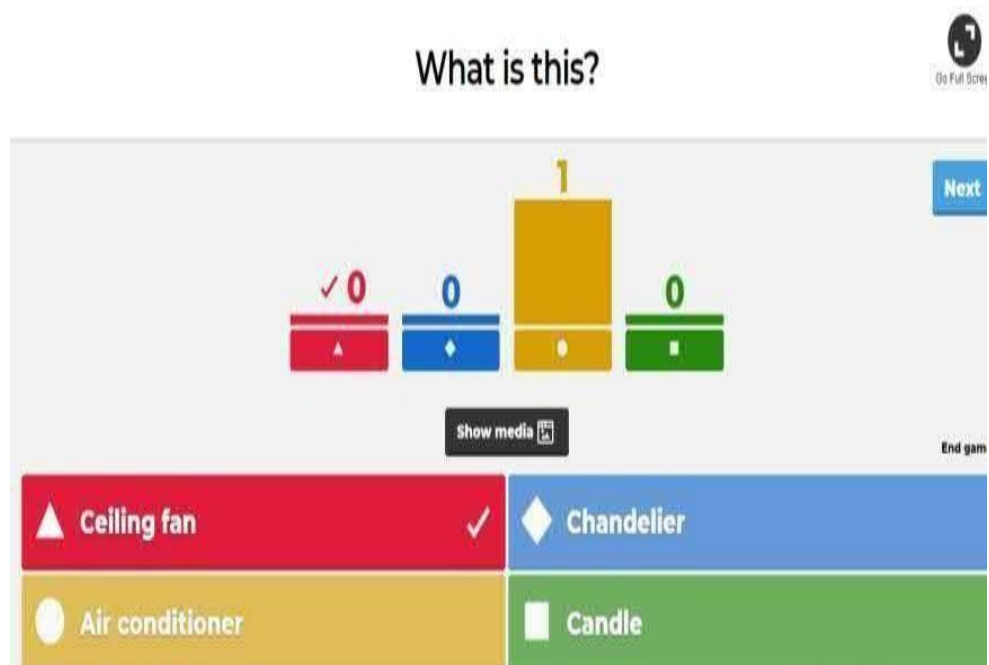
- The teacher displays the question one by one.

- Each questions will have time span for about 15 seconds to discuss the

  correct option.

- Each group will answer the question by clicking the correct options (A, B, C, or D) on the screen fast.

- After each students has submitted their option, the quiz will submit the answers and display the chart which one has answer the question fastest and correct.

- At the end of the quiz, it will display the result which students have the highest score and be the winner.
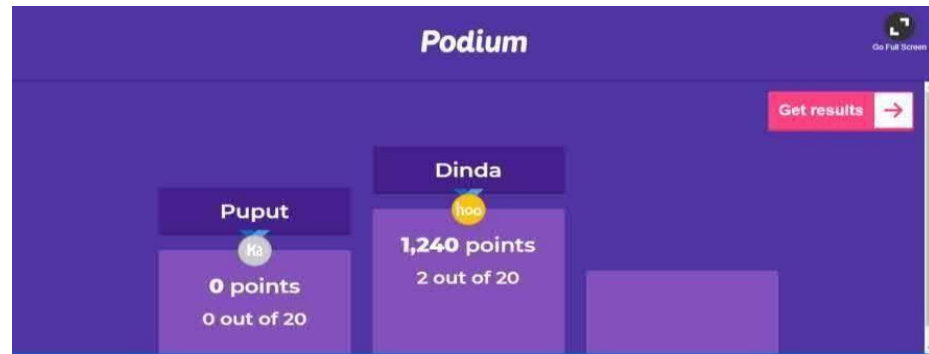
2.2.2 Game

Hadfield (1987:3) defines a game as an activity with goals, regulations, and a fun component. Additionally, according to Wright, Bitteridge, and Buckby (2006:1), games are an enjoyable, participatory, and often difficult activity in which students engage and generally connect with others. It implies that the game is challenging because players must win, that it is captivating because players are enticed to play, and that it is typically fun since players like to engage with one another. Games are an activity with a purpose, a set of rules, and a means of breaking up the classroom routine, according to the definition provided above. It helps students relax while studying and makes learning fun. In actuality, it will help students feel more at ease throughout their study sessions.

a. **The Important of Games in Teaching Vocabulary**

According to Lewis (1999:12), youngsters play games because they like doing so. Young students could engage, explore, and experiment with their environment through games. Playing games with pupils not only increases their motivation but also gives them a reason and stimulus to utilize the language. According to Harmer (2008:66), young learners must be able to quickly process information and understand language aspects in order to speak English fluently. Young learners must therefore practice using a number of acceptable approaches that support both their simultaneous language operations and information processing.

b. **Teaching Vocabulary Using Games**

We ought to have a specific strategy in place to facilitate language acquisition. To study well, students must employ a variety of techniques (Zhelyazova, 2011:22). The use of games is one strategy to engage pupils in their academics. Complex and well-designed games are essential because they allow students to practice their language skills while also providing a break. Huyen (2003:152) lists the following benefits of using games in the classroom to aid vocabulary acquisition: a) By playing games, students can unwind and enjoy themselves while honing their word recall abilities. b) Because they promote healthy competition, games keep pupils engaged and motivated. c) Vocabulary games are used to bring real-world context into the classroom.

According to Drake (2012:7), students' conceptual growth can benefit from active learning in the classroom, but only to the degree that it enables meaningful learning. Active learning techniques can be viewed as a tool in the toolbox that can aid in material mastery when used properly. Students remain motivated when language is taught through games, which is another advantage. Games are entertaining and offer a change of pace from the usual vocabulary lessons, which most students find tedious (Akdogan, 2017:95). Since games let us learn while enjoying the material, they can be a helpful method for teaching vocabulary.

c. **Mastery**

Mastery is of greater depth than proficiency. It connotes knowledge at a much deeper level. It is the point at which students have not only met specific benchmarks but also gained a complete understanding of the content and can consistently demonstrate the skill. m*astery* is from *master*, who is someone knowledgeable about a subject, like a master painter. Masters are also people with power — butlers sometimes call their employer master. Mastery refers to a similar power or ability. Beethoven showed mastery in composing. Shakespeare displayed mastery in writing. Apple has had mastery over the field of computers and smartphones. Often, both senses are mixed: if someone has mastery over a field skill-wise, they probably have mastery in terms of dominance too.

2.3   Quizizz Game

Quizizz is a gamified, interactive learning tool that focuses on creating tests to evaluate students' learning. Quizizz provides a wide range of customisable choices to construct quiz questions that are specific to the assessment level, subject matter, or preferred response kinds, in addition to the standard multiple-choice quiz varieties. Interactive lessons, surveys, polls, and even memes that may be incorporated into a quiz or lesson can all be made with Quizizz. Students can complete these lessons and tests outside of class, or teachers can share them live for in-class evaluation.

A vast collection of pre-made games, lectures, and quizzes covering a range of topics and skill levels are also available to instructors who use Quizizz. These can be used as a template for creating new quizzes or as a ready-made choice. For convenience, Quizizz also provides an integrated grading system and creates statistics reports that let teachers understand where their students are succeeding, interacting with the material, and where they might need more support.

2.4   Similarities and Differences Kahoot and Quizizz

The differences between these Kahoot and Quizizz are:

a.   Features: Kahoot focuses on gamification of learning, while Quizizz offers a large database of ready-to-use quiz options.

b.   Homework: Quizizz can be used for homework, while Kahoot cannot.

c. Question type: The free version of Kahoot can only access two types of questions, namely multiple choice and true/false. Meanwhile, Quizizz can create multiple choice questions, open questions, and questions that require pictures, tables, graphs.

d. Answer options: Kahoot has a maximum of 4 answer options, while Quizizz can have up to 5 answers.

e. Student-paced: Quizizz has a student-paced quiz feature, so students can answer each question at their own pace. Apart from that, Kahoot can be used for pre- and final tests, practice questions, material reinforcement, and surveys.

Some similarities between Kahoot and Quizizz:

a. Both can be used to create multiple choice questions

b. Both can be used to create open-ended questions

c. Both can be used to create interactive quizzes

d. Both can be used to create quizzes that can be used in classroom learning

2.5 Previous Study

Some relevant studies on this topic will be discussed in order to understand the distinctions between prior study on this topic. According to Adinda Riezky Putri " The Effectiveness Of Using Kahoot! Games To Improve Students" Vocabulary Knowledge" in 2019, the aim of her research is to tested the effects of applying the Kahoot! Game application in enhancing the vocabulary understanding of students in the eleven grade at SMA Negeri 15

Semarang during the academic year 2019/2020. The data analysis revealed a significant difference between the two groups. The experimental group's pre-test and post-test mean scores grew more (from 74.45 to 86.81) than the control group's (from 72.10 to 81.04). It indicates that the accomplishment of students who were taught using the Kahoot Game application differs substantially from that of students who were taught using traditional methods of teaching vocabulary for eleven grade students at SMA Negeri 15 Semarang during the academic year 2019/2020.

The second study was done by Yip and Kwan in 2006 with "Enhancement Of Vocabulary Knowledge Through Application Of Digital Games (Kahoot!) In An English Language Class" . A quasi-experiment with 77 students in an English class at a Taiwanese university examined the effects of using a paper quiz against Kahoot! to review learning at the conclusion of courses. The findings revealedthat students who used Kahoot! for lesson review scored significantly better(+14.2 percent) than those who used the paper quiz. The experimental group outperformed the control group in terms of test results, and students in the experimental group were far more motivated than those in the control group. Furthermore, the findings of a study revealed that students had positive views regarding the use of digital games in language learning.

The last study was conducted by Martín Flores Quiroz, Ricardo Gutiérrez, Franco Rocha, María Paz Valenzuela and Cynthia Vilches. The title is " Improving English Vocabulary Learning Through Kahoot!: A Quasi-Experimental High School Experience " Utilizing a quasi-experimental post-

test approach, this study explores the benefits of using Kahoot! to increase English vocabulary learning in an EFL environment. The study included an experimental and a control group from two 9th grade courses. Both groups were given a pre- and post-test, and their results were compared tosee whether there was any difference. The interventions in each group lasted four weeks and consisted of two lessons each week. This study's conclusions aresimilar with what previous studies have found. Kahoot! may be utilized to achieve significant differences in scores when compared to traditional learning techniques.

This Kahoot game study shows that the achievement of students taught using the Kahoot game application is substantially different compared to students taught using traditional vocabulary teaching methods, using Kahoot students can get much better scores than those who use paper quizzes.

For students' understanding of the use of Kahoot media in vocabulary learning, namely improving student learning outcomes, accelerating understanding of the material, increasing student motivation and independence, improving thinking and learning abilities, students also have a positive attitude in learning, students are more active in learning, learning is more fun and not boring, and increases interest in learning. So it is recommended for teachers to use Kahoot media in vocabulary learning, even though not all material is presented using Kahoot. Kahoot can be used as an alternative learning media combined with learning methods.