

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides an overview of the research. This chapter describes background of the research, research question, research objective, hypotheses, scope and limitations of the research, significances of the research, and definitions of key terms.

### **A. Background of the Research**

Motivation is one of the main factors that greatly determines student success in the learning process. This is because motivation can encourage students to study harder, focus more, and be more enthusiastic in participating in learning activities. This motivation can come from within the students themselves (intrinsic motivation), such as interest, curiosity, and the desire to achieve. However, motivation can also come from external sources (extrinsic motivation), such as encouragement from teachers, parental support, a pleasant classroom environment, and the use of engaging learning materials. As stated by Crisfield & White (2012), motivation plays a crucial role in helping students master new skills, including in English language learning. In addition, Pradini & Adnyayanti (2022) also stated that students' motivation often increases when teachers are able to create a fun, interactive, and engaging learning environment. Therefore, it is very important for teachers to create a fun learning environment in order to foster students' motivation in learning.

One important aspect that needs to be mastered in English language learning is vocabulary. Vocabulary is the main foundation for language skills, whether in listening, reading, speaking, or writing. Without sufficient vocabulary mastery, students will find the difficulties to understand and express ideas or concepts in English. In other words, vocabulary serves as the foundation that supports students'

ability to understand reading content, respond to questions, construct sentences, and communicate both orally and in writing. Susanto (2017) emphasizes that students will not be able to use all aspects of language well if they do not have adequate vocabulary mastery. Additionally, Mehrabian & Salehi (2019) state that vocabulary mastery is not only about memorizing words but also includes understanding their meanings, using them in appropriate contexts, and their relationships with other words.

Vocabulary mastery is not only important in an academic context but also very useful in everyday life. It is because English is an international language widely used in various fields of life, such as education, economics, technology, health, and entertainment. As stated by Ad'hani et al. (2022), good English language skills enable a person to communicate at a global level. In Indonesia itself, English language skills, especially vocabulary mastery, are one of the important skills that can support students in accessing global information and facing international competition (Jambari et al., 2021). Thus, the better of the students' vocabulary mastery, the greater their chances of success in various aspects of life.

To support students' motivation and vocabulary mastery, the use of technology in learning can be an effective solution. Technology can provide a more interesting and less monotonous learning experience, so that the students feel more interested in participating in the learning process. Shadiev & Yang (2020) explain that technology can make the learning process more dynamic and the results more optimal. Furthermore, Bull & Ma (2001) in Ahmadi (2018) mention that technology can provide various interesting and enjoyable learning resources, especially in foreign language learning. Additionally, Bukit et al. (2023) say that a fun learning

environment can help the students focus better on understanding the lesson material. Therefore, the use of technology in English classes, especially in vocabulary teaching is highly recommended to improve the quality of learning.

One effective way to use the technology to increase students' motivation is by using Kahoot. Kahoot is a quiz-based application designed to as a media of assessing students' vocabulary mastery and make the learning evaluation process more enjoyable and challenging. With Kahoot, teachers can create interactive quizzes that can be played individually or in groups, both online and offline. Budiati (2017) states that Kahoot can increase students' active participation in class. Additionally, Wang & Tahir (2020) mention that the use of Kahoot can foster motivation, increase engagement, create enjoyment, and help students focus more on following lessons. Muna, et al. (2023) also mention that Kahoot provides an opportunity for teachers to package the learning materials in an interesting and competitive way. Furthermore, Calles (2020) adds that setting up the games in individual or group formats can encourage the students to be more enthusiastic in answering quizzes. Thus, the use of Kahoot can be one alternative to increase student motivation in learning English vocabulary in a fun and meaningful way.

However, despite various efforts, many junior high school students still struggle to master vocabulary. Based on the observations done by the researcher at MTsN 9 Kediri, it was found that the students with high motivation tend to be more active in the learning process, frequently read additional materials, and are willing to ask questions. Whereas the students with low motivation appear passive, less interested in the subject matter, reluctant to read, and quickly become bored. It indicates that learning motivation has a significant influence on students' ability to

master vocabulary. Therefore, it is important to identify the relationship between learning motivation and students' vocabulary mastery, particularly with the assistance of technology-based learning media such as Kahoot.

Previous studies have explored themes related to learning motivation, vocabulary mastery, and the use of Kahoot in learning. For example, a study by Manuel (2023) investigated the correlation between learning motivation and reading comprehension among students at SMA Negeri 3 Jambi. Another study by Nazila (2024) examined the relationship between vocabulary learning strategies and students' writing skills. Additionally, Sartika et al. (2025) examined the effect of learning motivation on students' speaking performance. Furthermore, Mada & Anharudin (2019) described the effect of using Kahoot on students' learning achievement and motivation through a qualitative approach. At last, Imanika (2023) examined the effectiveness of Kahoot in improving students' vocabulary mastery using a quasi-experimental approach.

Although these five studies have made significant contributions, there are still gaps that have not been widely explored, particularly regarding the relationship between student learning motivation and vocabulary mastery using Kahoot as a learning medium. Manuel's (2023) study focuses more on reading comprehension rather than vocabulary. Nazila's (2024) study links vocabulary learning strategies with writing skills rather than motivation. Sartika et al. (2025) investigate the relationship between motivation and speaking skills rather than vocabulary. Additionally, Mada & Anharudin (2019) only described the influence of Kahoot without a quantitative approach, while Imanika (2023) did not link Kahoot to learning motivation. Therefore, it can be concluded that there are not many studies that

specifically examine the correlation between students' motivation and vocabulary mastery using Kahoot.

Based on the explanation above, this study was designed to fill this gap by examining the relationship between students' motivation and their vocabulary mastery using Kahoot. Thus, it is hoped that the results of this study can make a positive contribution to the world of education, particularly in improving the motivation and vocabulary skills of junior high school students. Therefore, this research was conducted with the title "The Correlation between Students' Motivation and Their Vocabulary Mastery Using Kahoot at Junior High School."

#### **B. Research Problem**

Is there any correlation between students' motivation and their vocabulary mastery using Kahoot at Junior High School?

#### **C. Objective of the Research**

This research aimed to find out the correlation between students' motivation and their vocabulary mastery using Kahoot at Junior High School.

#### **D. Hypothesis**

Based on the research problem and research objective, the hypothesis can be formulated as follows:

Ha: There is a significant correlation between students' motivation and their vocabulary mastery using Kahoot at Junior High School.

H0: There is no significant correlation between students' motivation and their vocabulary mastery using Kahoot at Junior High School.

## **E. Scope and Limitations of the Research**

The scope of this study is limited to seventh-grade students at MTsN 9 Kediri and focuses on the correlation between students' motivation and their vocabulary mastery using Kahoot. The research employs a quantitative methodology and does not consider other factors that might influence vocabulary mastery, such as teaching methods or classroom climate.

## **F. Significance of the Research**

The results of this study are expected to provide important information for English students and teachers. It means:

### **1. For the Students:**

This study helps students become more aware of the importance of motivation in the process of learning English, especially in mastering vocabulary. By understanding how motivation influences their language development, students are encouraged to engage more actively in learning activities and take ownership of their progress. The use of interactive platforms like Kahoot can also foster enjoyment, participation, and confidence during vocabulary practice, which may lead to improved academic outcomes.

### **2. For the Teachers or Lecturers:**

This study will also contribute to English teachers or lecturers. They will know how students' motivation contributes to their vocabulary mastery. The results of this study can be a reference for English teachers and lecturers to develop teaching strategies that enhance students' learning motivation. This highlights the need for a supportive and engaging classroom environment that incorporates digital learning tools such as Kahoot. Teachers are encouraged to

design vocabulary lessons that not only deliver content but also stimulate interest, enjoyment, and satisfaction, thus enhancing intrinsic motivation among learners.

3. For Future Researchers:

This study can be a basis for further research on the relationship between learning motivation and language skills. Future researchers can investigate other variables such as reading interest, learning styles, or emotional factors that influence mathematics mastery. They can also apply similar research to other educational levels, contexts, or digital learning tools, using larger samples and mixed-method approaches to deepen the understanding of the influence of motivation on language learning.

## **G. Definition of the Key Terms**

For the study, the researcher determines the definition of terms utilized in this study as follows:

1. Students' Motivation: Students' motivation refers to the inner drive, desire, or willingness that students have to engage in learning activities, persist in academic tasks, and strive to achieve their educational goals.
2. Vocabulary: Vocabulary refers to the words a person knows and understands, which consist of several important components of language proficiency.
3. Students' Vocabulary Mastery: Students' vocabulary mastery refers to students' ability to understand and use it in context, both orally and in writing.
4. Kahoot: A website that provides interactive activities and games for language learning. Kahoot can help students practice vocabulary, grammar, and other language skills in a fun and engaging way.