

CHAPTER II

LITERATURE REVIEW

This chapter discusses about the explanation some theories and definition for each aspect. It explains the theories and definitions about students' motivation, students' vocabulary mastery, and Kahoot media as a language learning evaluation tool. The last part explains some previous studies related to this research.

A. Motivation

1. Definition

Motivation is the drive that makes someone act to achieve a certain goal. In the context of learning, motivation plays a role in determining how much effort students expend to understand and master a material (Ryan & Deci, 2000). In other words, motivation provides direction and intensity in the learning process, so that students are more enthusiastic and consistent in achieving academic success. In addition, learning motivation is a drive, both from within and from outside, that makes individuals active in the learning process. This includes the reasons why someone wants to learn and the efforts made to achieve goals. Machr and Meyer (1997), cited in Brophy (2010), explain that motivation is a cognitive construct that explains the initiation, direction, intensity, persistence, and quality of behavior. Therefore, motivation not only functions as a trigger for action, but also as a factor that determines a person's academic success.

In the motivation theory called Self-Determination Theory (SDT), developed by Ryan and Deci (2000), it explains that humans naturally have the drive to learn, develop, and achieve goals. SDT also emphasizes that there are

three main psychological needs that must be met for someone to have strong motivation, namely autonomy, competence, and relatedness (Ryan & Deci, 2000). Autonomy means that someone feels in control of what they do, so they are more internally motivated. Competence refers to the feeling of being able to face challenges and achieve success. Meanwhile, relatedness refers to the feeling of being connected to others in a supportive social environment. In other words, when these three needs are met, students will not only be more motivated to learn, but will also feel more confident in mastering English vocabulary (Ryan & Deci, 2020).

Furthermore, SDT also distinguishes between autonomous motivation and controlled motivation. Autonomous motivation includes intrinsic motivation, which comes from within the individual, while controlled motivation refers to actions taken because of external pressures, such as rewards or punishments. In Self-Determination Theory, Ryan and Deci (2000) divide motivation into two main types: intrinsic and extrinsic. Intrinsic motivation arises from internal factors, such as interest, enjoyment, and inherent satisfaction. On the other hand, extrinsic motivation is driven by external factors, such as reward or praise of others. Ryan, et al (2021) emphasize that intrinsic motivation plays a very important role in improving students' academic achievement. Therefore, understanding the difference between intrinsic and extrinsic motivation can help the teachers design more effective learning process.

2. Self Determination Theory (SDT)

Self-Determination Theory (SDT), developed by Ryan & Deci (2000), is one of the most well-known theories in motivation research. This theory explains

that people feel more motivated when their basic psychological needs are met. According to Ryan & Deci (2000), motivation is strongest when individuals experience autonomy, competence, and relatedness. Furthermore, Ryan & Deci (2020) added that autonomy refers to the feeling of being in control of one's own actions, which allows students to make choices in their learning. For example, when students are given the freedom to choose which vocabulary to learn, they not only become more engaged in the process but also more responsible for their learning. In addition, competence is the sense of accomplishment that students feel when they successfully learn new words and realize improvements in their vocabulary skills, meaning that they are encouraged to continue learning (Ryan & Deci, 2020). Likewise, relatedness is the feeling of being connected to others, which makes learning more enjoyable when students feel supported by their teachers and peers. In addition, activities such as group discussions, teamwork, and educational games like Kahoot help foster a sense of belonging in the classroom.

In vocabulary learning, students who experience autonomy, competence, and relatedness tend to remain motivated and actively participate in learning activities (Ryan & Deci, 2000). In addition, when students feel in control of their learning, while also seeing progress in their abilities and receiving encouragement from their social environment, they are more engaged in the learning process (Ryan & Deci, 2013). Therefore, these factors contribute to better vocabulary acquisition because motivated students are more likely to understand and use new words in a variety of contexts.

3. Types of Motivation

The types of motivation are divided into three. Ryan & Deci (2000) said that the types of motivation are intrinsic motivation, extrinsic motivation, and amotivation. According to Nayakama (2014) in Gustiani (2020), intrinsic motivation is like personality while extrinsic motivation is like the surrounding environment that affects students in different ways and amotivation refers to a lack of motivation.

a. Intrinsic Motivation

According to Setiyadi (2006), intrinsic motivation comes from within a person without pressure or encouragement from outside, such as reading a novel for fun. In other words, if the motivation for learning English is to gain knowledge or pleasure, so it is included in intrinsic motivation. Intrinsic motivation, as explained by Ngeiyamu (2024) is the kind of motivation that originates from within a person, rather than being influenced by external rewards like environment, money, or grades. This type of motivation comes from the enjoyment or satisfaction that someone experiences from doing the task itself, or from simply working on and completing it.

Deci and Ryan (2000) in their Self-Determination Theory state that intrinsic motivation is a natural human drive to engage in an activity solely because of the pleasure and satisfaction obtained. Feelings of competence and having control over life choices are the main keys to intrinsic motivation (Deci and Ryan 2000). When someone succeeds in achieving a goal that has been set independently, they will feel deep satisfaction because they have met the basic needs for competence and autonomy. Thus, intrinsic

motivation can be interpreted as an intrinsic drive to grow, learn, and explore one's potential to the maximum.

According to Ryan & Deci (2000), intrinsic motivation consists of several elements:

1) Interest

Interest is one of the most important reasons why students enjoy learning. When students are interested in English, they naturally want to learn more without being forced. For example, if a student enjoys English songs, they might search for the lyrics, try to understand their meaning, and even sing along. Since they are interested, they will learn new words and pronunciation naturally, without needing a teacher to tell them to do it.

Interest is very helpful because it makes learning feel exciting and enjoyable (Ryan & Deci, 2000). When students find English interesting, they will spend more time practicing it, whether by reading books, watching movies, or talking with friends. This means they will improve their skills faster and remember words better. However, if a student does not have interest in English, they may feel bored and unmotivated, which makes learning harder.

2) Enjoyment

Enjoyment is also a very important part of motivation because people like to do things that make them happy. When students enjoy learning English, they will not see it as something difficult or stressful, but as something fun (Ryan & Deci, 2000). For example, if a student

enjoys playing English word games like Kahoot or else, they will learn new words while having fun at the same time. Since they are enjoying the process, they will be more likely to continue learning. Enjoyment helps students stay focused and interested for a long time. When students have fun while practicing English, they do not feel tired easily, and they do not give up quickly.

3) Satisfaction

According to Ryan & Deci (2000), satisfaction means feeling proud and happy after achieving something. When students succeed in learning English, they feel satisfied, which makes them want to continue learning. For example, if a student learns ten new English words in a day and later remembers them during a test, they will feel proud and want to learn more.

Satisfaction is important because it makes students feel confident in their abilities. When students see that their hard work is paying off, they will believe in themselves more, and they will not be afraid to take on new challenges. Teachers can help students feel satisfied by giving them positive feedback and celebrating their progress, such as by praising their good pronunciation or writing skills.

In addition, interest, enjoyment, and satisfaction work together to keep students motivated. When students are interested in English, they enjoy learning it. When they enjoy learning, they practice more. When they see their progress, they feel satisfied and want to keep improving.

b. Extrinsic Motivation

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation occurs when a person is driven to do something not because of personal interest, but because of external factors. According to Harmer (2001), this motivation is influenced by things outside the individual's control, such as when someone studies for a test in the hope of getting a good grade or because he wants to get a reward. This behavior is not done because of interest in the activity, but to achieve certain goals that are instrumental. Initially, extrinsic motivation was considered to indicate a lack of self-control, but Deci & Ryan (2000) later emphasized that even though it comes from outside the self, this motivation can still involve autonomy and self-control in individual behavior.

According to Ryan & Deci (2000), there are several elements of extrinsic motivation:

1) External Regulation

The first type of extrinsic motivation is external regulation, which is the most controlled and least autonomous form. At this level, students' actions are carried out solely to gain rewards or avoid punishments given by the teacher (Ryan & Deci, 2020). In the context of education, specifically in learning vocabulary, students who are driven by external regulation may learn English solely to achieve high grades, avoid failure, receive teacher praise, or avoid parental anger if they get bad grades. This form of motivation does not involve personal involvement or interest in the learning activity (Niemic & Ryan,

2009). Research by Reeve (2009) supports this idea, stating that externally regulated students often comply with school demands without significant cognitive or emotional engagement, which limits the quality of their learning experience.

2) Introjected Regulation

The second type is introjected regulation. It involves the internalization of some external motives. Although the motivation now originates from within the student, it is still experienced as pressure, such as feelings of guilt, shame, or a need to boost self-esteem. In vocabulary learning, students with introjected regulation learn because they feel they “have to” to avoid feelings of failure or to maintain a positive self-image. Although this form of motivation may temporarily increase effort, it is still associated with emotional distress, decreased well-being, and a sense of controlling obligation (Assor, et al. 2009). In addition, research has shown that students with predominantly introjected motives often experience test anxiety and are less likely to engage in deep learning strategies (Vansteenkiste et al., 2005).

3) Identified Regulation

The third is identified regulation, which is a more autonomous form of extrinsic motivation. Here, students recognize and accept the value of a learning activity, even if they do not find it enjoyable. For example, in the context of vocabulary mastery, students may study English because they recognize that it is useful for future academic goals, career advancement, or real-world communication. This form of

motivation has been associated with greater task engagement, use of meaningful learning strategies, and long-term academic persistence (Schunk, et al. 2008). Identified regulation reflects a sense of personal relevance, which is important for motivating learners in subjects they may initially find challenging or uninteresting (Guay, et al. 2000).

4) Integrated Regulation

The last type is integrated regulation, which is considered the most autonomous and self-determined form. In this form, external goals and values are fully assimilated into the individual's identity and value system. In vocabulary learning, for example, a student may be motivated to learn English not only because of its usefulness but also because it aligns with their personal aspirations, such as becoming an international teacher, translator, or professional. According to Deci and Ryan (2000), although this form of motivation is still extrinsic, it functions similarly to intrinsic motivation in terms of its positive outcomes. Research by Sheldon, et al. (2001) found that integrated regulation was positively associated with psychological well-being, deeper learning, and higher academic achievement across age groups and learning contexts.

c. Amotivation

Amotivation refers to the absence of desire or drive to engage in learning activities, particularly in tasks such as vocabulary acquisition. According to Ryan & Deci (2000), amotivation can be understood as a condition in which individuals do not perceive a connection between their

actions and desired outcomes. When students are unmotivated, they may not see any value in learning new words, thus affecting their vocabulary acquisition. In the case of vocabulary acquisition, students who feel that learning vocabulary is too difficult or irrelevant may experience amotivation, which can lead to them not engaging in language learning activities. This lack of engagement can be detrimental to their overall language proficiency and vocabulary development. As noted by Schunk, et al (2008), when students are unmotivated, they are less likely to participate in learning activities, and as a result, their academic performance declines.

In addition, amotivation can arise from external factors, such as the teaching method or classroom environment. As Ryan & Deci (2000) added, if students perceive their vocabulary learning tasks as uninteresting, monotonous, or disconnected from real-life applications, they may become unmotivated. Therefore, understanding the role of amotivation in the academic environment is important because it can provide valuable insight into why some students struggle with vocabulary acquisition. In summary, amotivation plays a significant role in influencing students' motivation to engage in vocabulary learning. By understanding the underlying causes of amotivation, educators can develop more effective strategies to foster motivation and improve vocabulary acquisition.

In conclusion, motivation plays a significant role in student learning, especially in vocabulary acquisition. Based on Self-Determination Theory by Ryan & Deci (2000), motivation can be classified into three main types: intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation arises

from personal interest, enjoyment, and satisfaction in learning, while extrinsic motivation is driven by external rewards or pressures but can vary in its degree of autonomy—from external regulation to integrated regulation. Meanwhile, amotivation reflects a complete lack of motivation, where students fail to see the value or relevance of learning activities. Therefore, understanding these different types of motivation is essential because they influence how students engage in learning. To assess the components of motivation type based on SDT by Ryan & Deci (2000), Matsumoto, et al (2021) created the Self-determined Motivation Scale for Exercise (SMSE-2) to evaluate the behavioral regulation of exercise. It measures six types of motivation, such as intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and amotivation, which reflect all of the type of motivation in SDT.

4. The Importance of Motivation in Foreign Language Learning

Motivation is an internal drive that drives a person to do something to achieve a goal. It is in line with Harmer (2007) that motivation is a drive from within a person to do something in order to achieve a certain goal. Winke (2005) explains that motivation in language learning is related to Gardner's socio-educational model, which includes effort, desire, and positive attitudes in learning a foreign language (Gardner, 1985 in Winke, 2005). This means that motivation to learn a foreign language is different from motivation in other things. Dörnyei (1994) in Riyanti (2015) states that this motivation can be divided into two types: intrinsic motivation, which is motivation that comes from within because of the enjoyment activity, and extrinsic motivation, which is

motivation that comes from outside, such as rewards or punishments (Brown, 2007).

In general, intrinsic and extrinsic motivation are equally important for student success at every level of education (Susanto, 2018). In learning a second or foreign language, motivation is a key factor that contributes greatly to learning success (Dornyei & Csizer, 1998) in Riyanti (2015). Wang (2022) states that motivation is closely related to second language achievement and ability. Basically, Wang and Dörnyei's view emphasizes that motivation is one of the determinants of student success in learning a second or foreign language. Although not the only factor, motivation is still very important in the language learning process.

Based on the description above, it is clear that student motivation is a fundamental aspect of the learning process, especially in terms of vocabulary mastery. When students are motivated to learn new words, their performance improves significantly, allowing them to understand and remember vocabulary more efficiently. This motivation not only enhances their learning experience, but also builds their confidence in using the language, which ultimately leads to greater academic success.

B. Vocabulary

1. Definition

Vocabulary is one of the most important components in any language. Wallace (2007) emphasized that comprehension is very important in learning English, because without words, communication is impossible. Flower and Michael (1989) in Hariati (2020) reinforces the previous statement that learning

vocabulary is very important for learning English. If you make grammatical mistakes, you may be right, but people will usually understand you. However, if you don't know the right word you need, you will be very frustrated and others will have a hard time understanding you. Limited comprehension can lead to miscommunication or misunderstanding, so expanding comprehension becomes a crucial part of learning a language. This is in line with the opinion of Richards and Renandya (2002) who stated that comprehension is a fundamental aspect of language skills and is the basis for a person's ability to speak, listen, read, and write. Basically, comprehension is the main element in human communication that acts as a tool for planning and solving problems, especially in the context of communication. Words consist of a series of letters that form nouns, verbs, adjectives, and adverbs, all of which play an important role in conveying meaning.

2. Kinds of Vocabulary

Downing (2006) explains that we use traditional terms to classify English grammar. Word types or parts of speech are split into two groups: open and closed. Open classes include: nouns, verbs, adjectives, adverbs, and connecting words, while closed classes include: pronouns, determiners, and prepositions. Thornbury (2002) also mentions that English vocabulary is made up of eight different word classes, including: pronouns, verbs, adjectives, adverbs, connectives, and determiners. However, in this study, the researcher focused only on adjective, noun, adverb, and verb when analyzing vocabulary. Kinds of vocabulary can be described as follows:

a. Adjective

Adjectives are words that further describe nouns and pronouns (Rozakis, 2003). Adjectives can be used before nouns to indicate things like size (handsome, beautiful), color (pink, blue, grey) and so on. There are the example sentences using adjective:

- 1) She is my best friend.
- 2) They are the diligent students.

b. Noun

Nouns are words that describe a person (he, she, they, Adam), place (school, library), thing (book, table), or activity (flag ceremony), or refer to a quality or idea that students can use as an object or subject in a sentence. According to Colman (2005:8), noun is the name of something, which can be an object, person, location, emotion, or mental state. In line with Colman (2005) emphasized that words that indicate various real objects, including people, animals, places, things and substances, are included in the noun category. There are three categories for noun:

1) Proper Noun

Noun with capital letters that denote a particular person or object include such as Indonesia, Swiss, Korea, and October.

2) Collective Noun

These are words that designate a collection of individuals or things that are typically regarded as a single entity, such as team, crew, and staff.

3) Count Noun

These are words that denote the names of entities that can be counted, such as a table, three books, and ten apples.

c. Adverb

An adverb is a part of speech that is used to describe a verb, adjective, clause, or other adverb. According to Dykes (2007), an adverb is a word that gives additional meaning to another word, other than a noun or pronoun (which is the function of an adjective). Dykes also explains that there are five types of adverbs as follows:

- 1) Adverbs of time explain when an action in a sentence occurs or not.
- 2) Adverbs of place indicate the location of an action in a sentence.
- 3) Adverbs of manner explain how an action is done or not done.
- 4) Interrogative adverbs are question words that refer to the verb in a sentence.
- 5) Comparative adverbs follow the same pattern as comparative adjectives.

d. Verb

Verb is used to describe events, activities, and actions. According to Biberauer & Roberts (2010), verb explains the subject's state or situation or express what the subject does such as read, write, watch, drink, and so on. Here the examples of verb in the sentence:

- 1) They have flag ceremony every Sunday.
- 2) He plays his playstation every Saturday and Monday.

3. Vocabulary Mastery

Vocabulary mastery is very important for every language learner because it helps them express themselves in the new language they are learning. By having a wide vocabulary, they can communicate clearly and understand each other. Mastering a language is not enough just by knowing many words, but learners also need to understand how to pronounce it, both orally and in writing, so that the message is conveyed correctly (Syarifudin et al., 2014). If learners have good vocabulary mastery, they will find it easier to develop four main skills, namely listening, reading, speaking, and writing. They will understand various word forms, grammatical variations, collocations, word formation, and meaning relationships (Ur, 1991). Although not easy, vocabulary mastery can be started by memorizing vocabulary as the first step in learning a language. This statement is reinforced by Shefelbine (1990) in Alpatikah (2022) that the higher the vocabulary mastery, the greater the opportunity to master the language effectively, while low vocabulary mastery can hinder the ability to understand the context of new words. Therefore, teachers need to support learners by introducing as many new words as possible to help them achieve good vocabulary mastery.

C. Web-Based Learning

1. Definition

Web-based learning is a learning method that uses the web as the primary tool in online classes, including features such as email, video conferencing, and live streaming lectures (McKimm et al., 2003). In essence, this method utilizes the web (World-Wide Web or WWW), which is an internet system that connects

documents electronically (Jackson, 2009). The web is a digital technology that provides information via the internet, consisting of many sites that display information topics. These websites and pages can be accessed via the internet by clicking on links. According to Cook (2007), web-based learning utilizes the internet for various educational activities such as lectures, discussions, exercises, studies, and access to materials. Also known as e-learning, this method is gradually replacing traditional face-to-face learning. In short, web-based learning is an online learning design that uses the web as the primary tool and utilizes various websites to support learning activities.

2. Kahoot

Kahoot is an interactive quiz that can be implemented as a tool in learning or assessing. The quiz will be displayed on the monitor screen and students work using the smartphone. Kahoot was founded in 2012 by Morten Versvik, Johan Brand, and Jamie Brooker, in a joint project with the Norwegian University of Science and Technology (NTNU), in collaboration with Professor Alf Inge Wang, and later with entrepreneur smund Furuseth. The technology is based on research conducted by Kahoot co-founder Morten Versvik for a Master's degree at NTNU, who was Professor Wang's student at the time of Kahoot launched in private beta in March 2013 on SXSWedu. In September 2013, the beta version opened to the public, and has been doing pretty well ever since (Kahoot;2020). According to Cutri, et al. (2015) Kahoot as one of the top 100 new online apps to use in the classroom. Kahoot came in at number 36 on the list of apps rated for their effectiveness and usefulness for teaching and assessing students in the

classroom. It means that Kahoot may be an effective tool for vocabulary acquisition.

Chen, et al (2017) stated that Kahoot fostered wider and active student participation, and yet provided students with the opportunity to retain their most desirable personal choice of participation. Ciaramella (2017) stated that using Kahoot is effective in helping students with learning disabilities and other health impairments to acquire and retain vocabulary. Mansur & Fadhilawati (2019) concluded that using the Kahoot application could improve students' English vocabulary achievement as students were motivated and enjoyed learning English, especially vocabulary, through this game-based application. Almanar (2019) said that Kahoot has its best practices in reviewing students' vocabulary mastery. It showed from Kahoot application where results and students' mistakes were viewed in Excel exactly after the quiz was done. Kahoot allowed the students to see their progress in the real time. It also helps the students to monitor their progress day by day. Based on the explanation of the experts above, it means Kahoot can be an alternative solution to have a class engagement become more fun to learn English vocabulary.



Picture 2.1 Kahoot Score

Kahoot is a game-based learning platform and application media for students and teachers in carrying out a fun learning process. (Yogga,2018) Kahoot is not only used in the learning process, but can also be used in training activities to provide a fun atmosphere. Kahoot is a user-generated multiple choices quiz that can be accessed via a web browser or the Kahoot app. Kahoot is an online game platform that can be used for learning activities in the classroom. It has several features, including quizzes. In the Kahoot quiz feature, participants' or students' accounts can answer via devices that are connected to the internet (smartphones/laptops/tablets) based on the questions presented on the screen by the teacher (Nur,2019).

Kahoot is an online page that is very educative because it provides features that can be used as a medium in the learning process, especially for assessing the students' vocabulary mastery. Therefore, it has several advantages and disadvantages.

a. Advantages of Kahoot

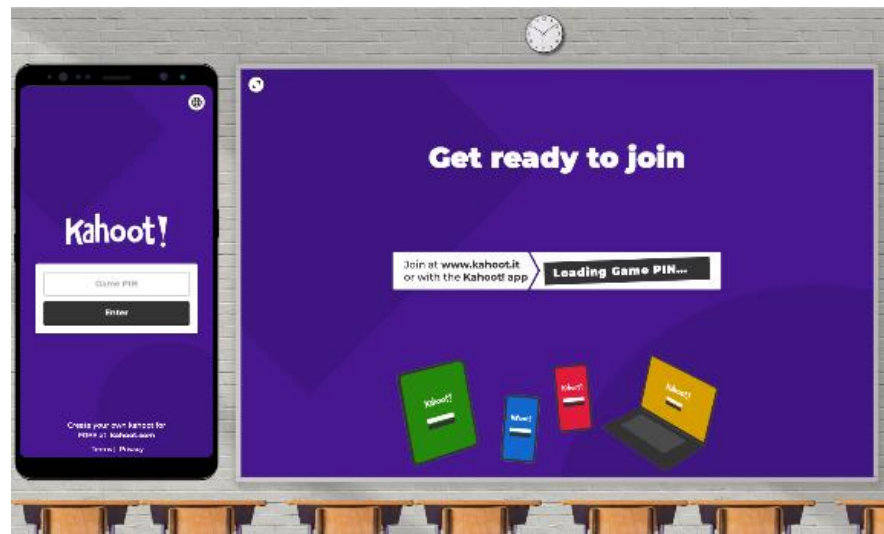
- 1) Make it easy for teachers
- 2) Ease of operation can be used for various purposes
- 3) Has many useful features

b. Disadvantages of Kahoot

- 1) Requires internet facility
- 2) Requires device media to access it (Aprilia:2019)

To get started, the researcher asks the students to type "Kahoot" or click the link <https://kahoot.com/> in the browser search field, such as Mozilla Firefox

or Google Chrome. Then, the researcher asks them to click “Play Kahoot – Enter game PIN here!” like the picture below.



Picture 1
Kahoot Game View

After that, the students enter the pin given by the researcher. After all students enter the room created by the researcher, the researcher will start the game. When the game is finished, the rankings one to three with the best scores will appear.

D. Previous Study

Previous research is very important for researchers as a guide in conducting this research. There are several references related to this research.

The first study was conducted by Manuel (2023). This study aims to examine the relationship between English learning motivation and reading comprehension ability of class XI IPA 7 students at SMA Negeri 3 Jambi. By involving 30 students as samples, this study used a qualitative descriptive method. Data were collected through questionnaires and multiple-choice tests. The results of the analysis using product moment correlation showed a very strong positive correlation ($r = 0.713$, $p < 0.05$) between the two variables. This means that the higher the students'

motivation, the better their reading comprehension ability. The average score of students' motivation and reading comprehension is included in the very good category. This finding confirms that motivation is a key factor in improving students' reading comprehension ability.

The second study was conducted by Nazila (2024). This study was conducted on second grade students at MTsN 1 Kota Kediri with a sample of 59 students selected through cluster random sampling. The instruments used were a questionnaire to measure vocabulary learning strategies and a writing test to measure students' writing ability. The results of the analysis showed that the questionnaire and writing test were valid and reliable, with normally distributed data. The Pearson Product Moment correlation test showed a significance value of 0.000 ($p < 0.05$), which means that there is a correlation between vocabulary learning strategies and students' writing ability. The Pearson Correlation (r) value of 0.823 indicates a very strong and positive correlation. Thus, the more strategies students use in learning vocabulary, the better their writing ability. In addition, the level of use of students' vocabulary learning strategies is in the moderate category, while their writing ability is in the good category.

The third study was conducted by Annisa, et al (2025). This study used a quantitative approach with a correlational design and was conducted on 246 eleventh grade students at a private high school in Palembang. The sample was selected using a cluster random sampling technique, with data collected through the Attitude/Motivation Test Battery (AMTB) questionnaire and a speaking test. The results of the analysis showed that there was no significant correlation between students' motivation and their speaking achievement. The correlation coefficient

obtained (r-obtained) of 0.106 was lower than the critical value (r-table) of 0.339. In addition, the two-tailed significance level of 0.550 exceeded the threshold of 0.005, so the null hypothesis (H_0) was accepted.

The fourth study was conducted by Mada & Anharudin (2019). The research method used in this study is a simple qualitative descriptive using a questionnaire distributed to 1st semester Informatics Engineering students as research objects. From the questionnaire, the results obtained that 82.2% of students stated that Kahoot was able to increase their learning motivation. Another result is that student scores in this evaluation increased and the obstacles found in implementing this evaluation were unstable internet connections or networks.

The fifth study was conducted by Imanika (2023). This study is a quasi-experimental study that tests the effectiveness of the Kahoot game in vocabulary mastery of tenth grade students at SMAN 4 Kediri City. This study used a non-equivalent control group design, where the experimental and control groups were given a pretest before treatment and a posttest afterward. The study population was 376 students, with a sample of 33 students in the experimental class and 33 students in the control class. The data analysis technique used was ANCOVA. The results showed that there was a significant difference in students' vocabulary mastery with a significance value of 0.001, which is smaller than 0.05 ($0.001 < 0.05$). Thus, it can be concluded that the use of Kahoot has a significant effect on the vocabulary mastery of tenth grade students at SMAN 4 Kediri City in the 2020/2021 academic year.

This study has similarities and differences with previous studies. There are similarities in several previous studies such as the use of student motivation variables and vocabulary mastery. Then using a correlational research design. However, there

are also some differences, including this study does not use reading comprehension, writing ability, and speaking achievement variables. Not only that, but this research also does not use simple qualitative descriptive design and quasi-experimental design. The location and subject of the study are also different which in this study is conducted at MTsN 9 Kediri and of course the sample size is also different. Then there is a novelty in this study, namely the use of Kahoot which is used as a student evaluation media to determine the relationship between students' motivation and their vocabulary mastery.