

CHAPTER II

LITERATURE REVIEW

This chapter, the researcher presents a few theories and a literature review of related to this study. Therefore, the writer will serve as overview of the definition of vocabulary, students motivation, and Kahoot application. Specifically, the writer will explain theories of vocabulary, step in implementing Kahoot, advantages and disadvantages of gamification implementation, definition of Kahoot, Kahoot in the classroom, and previous study about Kahoot application.

A. Vocabulary

English language learners need to be proficient in a number of areas. One of those is vocabulary. According to students opinion, that vocabulary has a moderate level of difficulty, the difficulty they often face is memorizing it and often forgetting vocabulary that they may rarely practice. Besides that, students are also very lazy to memorize and practice it every day. In some cases of the students researched at SMAN 6 Kediri had a lack of vocabulary. Vocabulary is one of the important things in learning English.

This paragraph will discuss the theory of vocabulary and methods of how to teach vocabulary in a fun way.

1. Theories of Vocabulary Building

Vocabulary is a crucial component of four language skills : speaking, writing, reading, and listening. Students need a large vocabulary to understand speakers, think about their words, comprehend reading material, and express their thoughts in writing. Limited vocabulary hinders writing, making it essential for students to master and expand their vocabulary. Therefore, vocabulary is the main component that must be learned and mastered by students to effectively

engage with language. Holderness (2013) agreed that vocabulary is a very important aspect of a student's education and without vocabulary the student will become lost, as learning to read and comprehend will be much harder for him.

Learning vocabulary is an important component in becoming proficient in speaking a second language. Mastery in vocabulary enables learners to write well, communicate clearly, and understand concepts with ease. Words are used by learners to communicate and obtain meaning. Consequently, instructing teachers may boost students' four language skills by providing them with more vocabulary. Nugroho (2015) argues that, student's ability to perform language skills is mostly determined by their vocabulary, which is the foundation of all skills. Mastering vocabulary word by word is crucial for improving fluency in English, especially when used in daily activities. Intensive training and practice can make it easier for students to master the vocabulary they have learned in class, making it highly recommended for continue practice.

Students with a large vocabulary find it easier to grasp material. On the other hand, students will get difficulties to understand the material without sufficient vocabulary. Therefore, teacher should provide interesting learning methods, such as gamification, to increase student enthusiasm in vocabulary acquisition.

2. Methods in Teaching Vocabulary

There are several methods that are commonly used by teachers to educate students to better understand the material to be explained. Students will digest and understand more easily if there are several methods carried out by the teacher for students. These methods are one of the most effective ways of teaching to increase students' motivation to learn. In vocabulary skills there are also several methods commonly used by teachers in introducing vocabulary to students.

- Using Objects

Gairns and Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. This technique involves using real objects to teach vocabulary, which can be particularly effective for learners who are visual or kinesthetic learners. It can also be used to teach vocabulary in context, which can help learners better understand and remember the words. Additionally, using real objects can help learners make connections between words and their real world uses, which can enhance their comprehension and retention of the vocabulary. Objects can be used to show meanings when the vocabulary consists of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used to teach concrete vocabulary effectively. Real objects can be used to teach vocabulary, making learning more engaging and effective for students.

- Using Illustration and Picture

Pictures can connect students prior knowledge to a new story, and in the process, help them learn new words. Illustrations in books work with the words to help students understand how characters look, provide details about the setting, and add to the mood of the story. By combining pictures and words, students can have a better understanding of what they are reading, and the visual support can aid in learning new vocabulary words.

In the method of learning new vocabulary, Kahoot also provides several features that can be used for vocabulary knowledge.

3. Theory of Vocabulary in Reading Skill

The Report of the National Reading Panel (2000) concluded, “The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as

1924, researchers noted that growth in reading power relies on continuous growth in word knowledge” (pp. 4–15). Reading is about comprehending written language. Knowing the meanings of words is essential for understanding the overall message of a text. Without a sufficient vocabulary, readers struggle to make sense of sentences and passages, which hampers comprehension. As vocabulary is one of the major factors of comprehension, teachers of English language as well as learners should give due attention to it.

B. Kahoot as a Learning Platform

Kahoot improves the quality of student learning in the classroom, with the greatest impact on classroom dynamics, engagement, motivation, and better learning experiences (Truong and Dinh, 2024). Students felt more focused and motivated during lectures when using Kahoot and felt that this method made their learning experience more fun and interactive. Kahoot is a learning platform that has several features. The features used by Kahoot include quizzes, games and surveys. Kahoot can be used on a large scale such as in class, which is why many teachers are now using Kahoot for fun and different learning forms.

1. Theory of Kahoot Learning Platform

By utilizing technology to increase student motivation, educators can create a more dynamic and relevant learning experience. This allows students to explore more, be more enthusiastic, and be more creative in the learning process. With a personalized approach to learning and access to digital resources, students can explore topics more deeply and get the opportunity to improve life skills as employability capital. An article review was conducted by Kohnke and Moorhouse (2021), exploring how language teachers are taking advantage of the free version of Kahoot gamified learning to increase student engagement and their academic progress.

The use of Kahoot is proven to help students in understanding the concept of the subject matter and improve their grades (Baszuk & Heath, 2020). Another study by Wichadee and Pattanapichet (2018) showed that implementing gamification through Kahoot in English learning can increase students' satisfaction and motivation. In addition, Berliani and Katemba (2021) found that technology-based games in vocabulary learning not only increased students' vocabulary assessment scores, but also improved their focus and engagement during learning. The students' satisfaction survey results also showed that they felt happy using Kahoot and found it easy to use.

2. Kahoot Application in English Language Teaching

Wang and Tahir (2020) claim that when the class is entire, most teachers are aware of the difficulty in maintaining students' motivation, involvement, and attentiveness during direct instruction. It is important for educators to use techniques that boost student enthusiasm, involvement, and focus in order to lessen these problems. Active learning strategies, personalized instruction, insightful feedback, developing a supportive learning environment in the classroom, and attending to the unique need and interests of each student are a few examples of this. By doing this, teachers can contribute to the creation of a more engaging and effective learning environment where students are inspired to actively participate and realize their full potential.

There are several techniques that can be applied when using media in ELT classrooms, such as Licorish, et al (2017) stated that higher education institutions have begun to use learning technology, to present lecture content in new ways, to encourage students to participate in class anonymously and to give them more meaningful revision methods. Lee (2016) mentions that using it through new media technology students are highly motivated and can express great

interest in the media literacy curriculum. Bicen (2018) argued the Kahoot application can be used effectively for the gamification of lessons, giving an influence on learners which makes them more challenging and inspired to study. By encouraging student participation, enthusiasm, and the development of learning experiences, the Kahoot application can improve the educational benefits for the students in the classroom. The use of educational games in the classroom is likely to minimize interruption, which enhances the quality of teaching and learning beyond what is offered in traditional classrooms, as demonstrated by the use of Kahoot. Kahoot provides students with a fun and interactive way to learn material.

Medina (2017) considered Kahoot as a tool for vocabulary teaching and learning in English classes. Kahoot quizzes can be designed to focus on specific vocabulary sets or content areas. By repeatedly exposing students to new words or concepts in a fun and interactive manner, Kahoot helps reinforce learning and improve retention. The immediate feedback provided by Kahoot also allows students to identify gaps in their understanding and encourages them to learn from their mistakes. Studies in education shown that game-based learning is an effective teaching method, combining creativity and diversity to make lessons easier to understand. Mastering basic skills like listening, reading, writing, and speaking will help students continue their studies and meet future needs, making English a crucial skill to learn.

Therefore, when complex questions are presented to students in the form of fun games and an enjoyable learning environment in the vocabulary learning classroom, it enhances the interaction between students and content, creates a conducive learning environment, and increases the positive impact on students' vocabulary learning process, participation, and motivation. Gamification of Kahoot language acquisition has proven to be beneficial in

presenting new content and enhancing more interactive and fun learning that activates students to behave and understand the content more effectively.

3. The Advantages and Disadvantages of Kahoot! Application

Advantages and disadvantages are possible in all aspects. Kahoot certainly has advantages and disadvantages in learning activities. Here are some of the advantages and disadvantages of the Kahoot app.

a. Advantages of the Kahoot Application

Ningrum (2018) argues that, in this Kahoot application, of course there are advantages possessed by the application, while the advantages of the Kahoot application in learning are as follows :

It is an engaging and interactive learning tool, technology-based, and accessible via smartphone or laptop, so it can be used anywhere. The app allows teachers to select question content, students select answers, and teachers can quickly control and monitor student responses. This interactive approach increases learning motivation and impacts student learning outcomes, making it a valuable tool for educators.

b. Disadvantages of the Kahoot Application

In addition to the advantages of Kahoot, there are also some disadvantages of this application. Game based apps are popular, but limited class meeting time, outdated technology, not all teachers keeping up with technology, inadequate facilities, and children who can get caught up in the game can delay the learning process. In addition, there is a limit to the number of words in question creation.

C. Student Learning Motivation

Actually, the motivation is power to change or redirect the behavior; while studying modified from a variety of psychological factors (Shaheen, 2013). Wang (2015) also found that class attendance was much higher when using Kahoot, so much so that nearly 100% of students stayed focused on the task at hand and 94% of students wanted to use Kahoot in class at least once per week. Kahoot games can provide context for language learning, helping students understand how words and phrases are used in real-life situation. In learning vocabulary, games can be both advantageous and efficient.

A. Students' Motivation in Vocabulary learning Process

Words are important for students to understand something or communicate. Students can't learn to listen, speak, read, or write speech comprehension, which is why words are essential for communication. Therefore, students must first understand words. Students' interest in learning, students' enthusiasm for learning, and students' engagement are increased in language learning. there are several factors that affect students' motivation when learning vocabulary. These three factors are method, media, and game. When these three factors are combined in a balanced way, students are likely to experience a more engaging and effective learning journey. The value of educational game has been increasing in language education entertaining Rahayu and Riska, (2018).

Motivation is a key driver in the teaching and learning process. When students are motivated, they become more enthusiastic, which naturally increase their engagement and effort in learning English. In the context of vocabulary learning, motivation can encourage students to expand their vocabulary in fun ways, whether through games, media or real life interactions. Motivation is an important factor in the learning process as it plays a key role in shaping students' attitudes and behaviors towards their lessons. When students' are motivated, they engage in the

learning process with enthusiasm, which makes the learning experience more enjoyable and interesting. This positive attitude encourages them to actively participate and explore new concepts. Motivation also helps build students' confidence. When they feel motivated, they are more likely to believe in their ability to succeed, which makes them more willing to tackle new lessons or difficult topics without fear or failure. This improves their skills. In the end, motivation is what drives the desire to learn, makes the process enjoyable, and leads to more successful outcomes in the classroom.

B. Types of Motivation

Self-determination theory as a framework to understand aspects that support to challenge intrinsic motivation, self-directed extrinsic motivation, and psychological health, all topics that have practical relevance to the educational context (Ryan and Deci, 2000). Individuals are driven to engage or be passive on the social environment by the intrinsic motivation aspect of self-determination theory, and these factors enhance or suppress the evolutionary process of self-motivated learning (Deci and Ryan, 1985; Ryan and Deci, 2000). Learners' self-motivation will grow and increase when they feel satisfied with the course or learning materials they receive. To achieve this satisfaction, the course should be designed in a way that makes it easy for learners to learn through interactive and fun tasks. The study revealed that students found Kahoot to be fun and engaging, which led to an improvement in vocabulary exam scores, enhanced engagement, and increased motivation (Rojabi et al., 2022).

Motivation is divided into two main types, namely intrinsic and extrinsic. Harmer (2001) states that intrinsic motivation comes from within the individual. It means that a person performs an activity or task not because of external encouragement or reward, but because they feel

interested or satisfied with the activity itself. Santrock (2004) also states that intrinsic motivation involves the internal motivation to do something for its own sake. Intrinsic motivation refers to the natural drive to take on challenges as we pursue personal interests and improve our skills. This suggests that motivation can be maintained without the need for influence from the external environment. Below are some of the factors that influence intrinsic motivation. Ulfa and Bania (2019) stated that students' intrinsic motivation in learning English consists of several components, namely interest, personal needs, goals, and hobbies.

1. Intrinsic

Ulfa and Bania (2019) investigated students' motivation in learning English as a Foreign Language (EFL), especially focusing on intrinsic motivation. Intrinsic motivation is motivation that arises from within to achieve something to satisfy oneself and without being influenced by external rewards. So, this motivation makes a person do a certain activity because they consider it as something that is beneficial to themselves or provides satisfaction for themselves. This type of motivation is influenced by interest or pleasure in a particular activity. Lepper and Malone (1987) define intrinsic motivation as what learners accomplish in the absence of extrinsic rewards or inducements. When a person has a drive that comes from within, it is because they enjoy the process or feel challenged by the activity, not because of rewards, praise, or pressure from others. Gege and Berliner state that intrinsic motivation can be found as in students' interest, need, goal in learning and hobby.

a) Interest

Interest is a drive or passion that comes from within a person, where a person performs an activity or task because they feel interested, enjoy, or feel satisfied with the activity itself.

b) Need

The need to learn refers to a person's natural drive to learn because of an internal need to develop, understand, or fulfill curiosity.

c) Hobby

A hobby in the context of learning refers to an activity or interest that one does with pleasure and without pressure. When learning becomes a hobby, a person does it because they enjoy the learning process itself, not because of external rewards.

d) Goal

Goals in learning refer to the reasons or objectives that a person wants to achieve through the learning process. Before doing learning activities, students should already know their goals in learning and students will prepare themselves to help achieve their goals.

2. Extrinsic

Extrinsic motivation similarly impacts student education, resulting from external factors, such as learning environment, self-efficacy, educational facilities, and cross-cultural adjustment, including rewards and punishments (Harmer, 2001; Putri and Refnaldi 2020; Hussain et al., 2020). Extrinsic motivation is a construct that relates to whenever an activity is performed to achieve some separable outcome. Extrinsic motivation is motivation that arises because of the desire to get a reward or prize. These

rewards can be in the form of praise, awards, money, or certain items. In addition, doing an activity with the intention of avoiding punishment is also included in extrinsic motivation. All of these perspectives on language learning, according to Harmer, will have an impact on students' attitudes toward the language they are studying. The type and intensity of these attitudes will then have a significant impact on the level of motivation the students bring to class and whether or not they maintain it. Intrinsic motivation arises from within a person, while extrinsic motivation comes from external stimuli or encouragement (Rojabi, 2022)

External factors that force, inspire, or guide someone to carry out or complete an action are known to as extrinsic motivation. An individual is considered to be naturally inspired when they act for enjoyment or challenge rather than in response to external influences, demands, or rewards. Gage and Berliner (1984) also say that this motivation can also appear or come from teachers, parents, and the environment. They are explained below :

a) Teacher

The teacher acts as a source of external motivation that encourages students to achieve certain goals in the learning process, such as getting good grades, completing assignments, or performing well in exams. Teachers play a significant role in shaping students' extrinsic motivation through rewards, recognition, and encouragement (Ryan and Deci, 2000). One of the most common forms of extrinsic motivation from teachers is giving grades or rewards for student work. The way

teachers provide feedback, set goals, and create a classroom climate significantly impacts students' extrinsic motivation to learn (Wentzel, K. R, 2002). Overall, teachers' roles in managing the classroom, organizing activities and facilitating learning are crucial in creating an environment that can enhance students' extrinsic motivation. Providing varied learning resources, such as books, digital learning media or teaching aids. This helps students feel more interested and engaged in the material being taught. With these roles, teachers help create a more positive learning experience and motivate students to achieve their goals.

b) Parents

Extrinsic motivation coming from parents refers to the encouragement given to a child by parents, which is usually linked to external expectations or rewards. Gonzalez et al. (2005) shows that parental expectations and the use of rewards or punishments are external sources that contribute to students' extrinsic motivation in academic. In this case, parents play the role of an external source of motivation that provides support to the child to achieve certain goals, such as getting good grades, doing well in school, or performing certain activities. Alfiansyah (2019) shows that parental involvement in education has a positive influence on students' learning motivation. This involvement includes emotional support and supervision of schoolwork, which can increase students' extrinsic motivation to learn. When parents emphasize academic success through material rewards or pressure, children are more likely to develop extrinsic forms of motivation (Pomerantz and Eaton, 2001).

c) Environment

Students who get encouragement from their environment to learn English will have the motivation to learn it. In other words, if the environment, classroom atmosphere and quality of facilities are supportive, they will try their best to improve their English. Environmental factors such as school facilities, peer competition, and cultural expectations play a crucial role in fostering extrinsic motivation among students (Eccles and Wigfield, 2002). Therefore, motivation and determination in learning are not only influenced by individual factors, but also by environmental factors. The physical environment or facilities can also affect one's motivation. Bradley et al. (2001) highlight the importance of a supportive home environment, such as the provision of challenging learning materials and opportunities for exploration, in influencing childrens' motivation and school readiness. A stimulation-rich environment can increase childrens' extrinsic motivation to learn. For example, access to a comfortable study space, proper equipment, or a supportive environment can increase comfort and motivate a person to study better. If the environment is supportive and conducive, one may feel more encouraged to achieve.

In research, it is important to have a clear focus so that analysis can be done in depth. Although extrinsic motivation has reveal indicators such as environment, parents, and teachers. Extrinsic research refers to behavior that is driven by external rewards such as grades, praise, recognition, or avoidance of punishment rather than by internal satisfaction (Ryan and Deci, 2000). In the educational context, teachers play a crucial role as a source of extrinsic motivation, particularly through their instructional strategies, classroom management, and interpersonal relationships with students.

This study chose to focus on the teacher indicator because teachers have a very central role in shaping and influencing student motivation directly in the classroom. When using game-based learning software like Kahoot, the teacher's role is that much more crucial. The way a teacher integrates Kahoot into the classroom can make or break students' impression the exercise whether they find it enjoyable, rewarding, or an additional assignment. Wentzel (2002) emphasize that students will be more engaged when they are instructed by passionate instructors who offer distinct goals vocabulary. The teacher's use of Kahoot to offer real-time feedback and rewards can provide an encouraging and stimulating classroom environment that enhances the willingness of learners. Research that is far too broad with many variables will reduce the depth of analysis. The selection of one indicator allows researchers to dig deeper conceptually and empirically (Creswell, 2012).

D. Students' Perception of Kahoot

Students' perception of Kahoot were categorized into two major aspects: Perceived benefits and perceived drawbacks. While many students appreciate its ability to enhance engagement, motivation and classroom atmosphere, they also noted limitations such as over-reliance on technology and limited support for developing higher-order thinking skills (Truong and Dinh, 2024). Many students find that kahoot increases their motivation and engagement. With its interactive game format, Kahoot makes learning more exciting than traditional teaching. Students feel more motivated to learn and more focused during class because of the element of the competition and entertainment in the game. Students' perception towards the use of Kahoot is categorized into five main aspects engagement, collaboration, classroom climate, perceived learning outcomes, and motivation (Truong and Dinh, 2024). Students' perception refers to how students perceive, assess, or give an opinion on something, in this case the use of Kahoot in

learning. Robbins (2003) states that perception is the process by which individuals organize and interpret their sensory impressions to give meaning to their environment.

Truong and Dinh (2024) conducted a study to examine students' perceptions of using Kahoot in classroom learning. They found that students' perceptions can be classified into five main indicators: engagement, collaboration, classroom climate, perceived learning, and motivation. According to their findings, the use of Kahoot significantly enhanced classroom interaction, made the learning environment more enjoyable, and increased students' enthusiasm to participate in class. The students felt more engaged when learning became game and competitive in a positive way. Kahoot also encouraged peer collaboration and improved the classroom atmosphere by creating a stress-free and fun learning experience. This framework is widely used to assess how technology-based learning tools like Kahoot influence learners' attitudes and behaviors in educational settings.

Kahoot has also been found to increase student engagement in the learning process. Students in previous studies consistently reported effort invested in reviewing learning materials before class, and greater attention paid to the content taught during Kahoot (Licorish et al.; 2018; Wang, 2015). Reasons for this include students' strong determination to win the engaging atmosphere that Kahoot (Licorish et al.; 2018; Wang, 2015). Fredericks, Blumenfeld, and Paris (2004) suggested that student engagement is a multidimensional concept that includes students' active participation behaviorally, emotionally, and cognitively in learning activities. Students' perception towards the use of Kahoot is categorized into four main aspects: engagement, collaboration, classroom climate, and perceived learning outcomes (Truong and Dinh, 2024).

Kahoot can also improve student collaboration. Kahoot games not only give scores for accurate answers, but also for how quickly players give them. This feature encourages students to communicate and collaborate with each other to receive extra points for their team, outlining the collaborative learning conditions often observed in Kahoot (Bicen and Kocahoyun, 2018; Muhridza et al., 2018). Kahoot has been said to liven up the classroom. The fun musical background, the public display of players' points and rankings, the past-paced and time-paced nature of the game, and the constant interaction between teachers and students, Kahoot sessions are commonly described as fun, stress-free, and upbeat by students in a variety of contexts, majors, and age groups (Bawa, 2018; Chiang, 2020; Ebadi et al., 2023; Nguyen and Yukawa, 2019; Wang, 2015; Wang and Lieberoth, 2016; Yuruk, 2020).

Kahoot is associated with improved learning achievement. When studied using Kahoot, students stated that they understood and remembered new material quickly due to the immediate feedback they got from the instructor (Ismail and Mohammad, 2017; Wang, 2015). Easy to use, and well suited for drilling practice, Kahoot continues to be used as highly effective tool for students to revisit and consolidate learned knowledge (Halim et al., Kaur and Nadarajan, 2020). In experimental studies, students who were instructed using Kahoot reported being proficiency in essential skills such as creativity and problem solving (Aibar-Almazán et al., 2024) and better academic achievement (Bawa, 2018) compare to those instructed with traditional teaching.

E. Previous Studies

Many researcher have studied what motivates students to learn English in Indonesian schools. These studies look at different factors, such as students' attitudes, support from teachers and parents, and how the school environment affect their motivation and learning outcomes.

Manurung's (2021) research showed that using Kahoot as a learning tool helped students improve their English skills, especially in understanding and remembering vocabulary more effectively during the learning process. This research uses a quasi-experimental design with a quantitative approach. The study population was grade IV students of SD Manggala in the 2020/2021 school year. The sample was selected by purposive sampling, and the instrument used was a multiple choice test. Data were analyzed using an independent t test. The research revealed that the integration of Kahoot significantly enhanced students' English language skills, with a particular emphasis on vocabulary comprehension and retention. This study highlights the potential of technology-enhanced learning tools in supporting vocabulary acquisition, especially when used in a fun and interactive classroom environment. Therefore, Manurung's research provides relevant insights into how extrinsic motivation fostered through engaging digital tools can enhance language learning outcomes, particularly in the area of vocabulary development.

Zikri's (2022) study found out whether there is significant influence of using Kahoot application on students' vocabulary mastery at the eight grade students of SMP Muhammadiyah 1 Pekanbaru. This study used a pre-experimental experimental design with a quantitative approach. The sample consisted of 30 8th grade students of SMP Muhammadiyah 1 Pekanbaru who were selected through purposive sampling. Data were collected through multiple choice tests and analyzed using paired sample t-test with the help of SPSS version 20. The results showed there is a significant effect of students' vocabulary mastery after taught by using Kahoot application at the eight grade of SMP 1 Muhammadiyah Pekanbaru. Yuliasma (2022) also conducted a study, to analyze the students' perception toward Gamification applied in English Language Education FKIP UIR. This study used a quantitative approach with a questionnaire instrument consisting of 35 statements divided into 7 indicators. The research sample was 47

sixth semester students of English Education Study Program, FETT, Riau Islamic University. The data were analyzed using the Likert scale formula. The result showed that the students felt that using gamification increases their performance in classroom competences.

The other previous study was conducted by Puspitaningsih (2023), that was focused on the use Kahoot games to improve students' vocabulary mastery. This research is a classroom action research (PTK) with a qualitative approach. The research subjects were VIII grade students of SMP Negeri 1 Simo Boyolali in the 2022/2023 school year. Data were collected through observation, tests, and documentation. The research of this study found out that the students feel motivated to learning English, especially vocabulary. It is proven by the questionnaire that was answered by the students. Additionally, Amalia (2023) investigated the students' opinion regarding the use of Kahoot in their English learning motivation during class. This research used a descriptive qualitative approach with a case study design. The research subjects were students of the English Education Study Program at Muhammadiyah University of East Kalimantan. Data were collected through semi-structured interviews and analyzed thematically. The result also showed that Kahoot may be regarded as an exemplary tool for enhancing the efficiency of the teaching learning process.

From the previous research, it can be concluded that the use of the Kahoot application can build students' motivation to learn English with a more fun method. Some of the previous research also have examines that Kahoot can provide more knowledge about vocabulary to students. Based on several previous studies, such as those conducted by Manurung (2021), Zikri (2022), Yuliasma (2022), Puspitaningsih (2023), and Amalia (2023), the use of Kahoot application has been proven to have a positive impact in improving students' vocabulary mastery and building motivation to learn English. However, most of these studies emphasize learning

outcomes in the form of vocabulary mastery or general perceptions of gamification, rather than specifically exploring the direct relationship between Kahoot usage and students' motivation to learn English vocabulary. therefore, this study has a new contribution by specifically examining how the use of Kahoot can affect students' motivation in learning English vocabulary, as well as trying to fill the gaps of previous research with a more focused and contextual approach according to the conditions of the learners studied.

Therefore, this research is aimed at investigated the use of Kahoot Game for Students' Motivation in Learning vocabulary Building at SMAN 6 Kota Kediri.