

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problem, objective of the study, the hypotheses, scope and limitation of the study, the significance of the study, the definition of key terms.

1.1. Background of the Study

Research on vocabulary has been done a lot and now it is still very important to be researched, because vocabulary holds an essential role of a communication (Llerena & Rodríguez, 2017; Mansur & Fadhilawati, 2019; Handayani, 2019). As life become more complex, the vocabulary of language always changes and grows; people find and borrow new words to describe man's activities. Vocabulary is used in any situation, it is in the form of spoken or written language. Have an adequate vocabulary could improve the four language skills. The quality of someone's language skill depends on the quality and the quantity of vocabulary they mastered, the more vocabulary they mastered, so the easier to develop four language skills (speaking, listening, writing and reading) and learn English as second language generally.

Brown (2001), however, emphasizes the significance of vocabulary to communication by asserting that, in fact, survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at all. In this sense, vocabulary is regarded as one of essential factors that give big influence to the people's communication. Thus, vocabulary should be ideally placed as important aspect of language learning that

should be given much attention in the practice to improve students' vocabulary mastery.

Learning vocabulary is challenging for English foreign language learner. According to Nur (2020) vocabulary is one of the problematic aspects of English for students to master thoroughly; therefore, it most important in learning EFL. The students should concentrate on learning English vocabulary for their practical, real-life needs. So, vocabulary knowledge is crucial in learning English. It is essential that those working with students to motivate and help foster their development of a large "word bank" and effective vocabulary learning strategies through media. According to Yunus (2016) acquiring vocabulary and gaining sufficient vocabulary size have often become a stumbling block to some students due to several discerning factors including learning disability, lack of exposure to English, lack of self-confidence, and lack of knowledge about the right vocabulary strategies. In addition, to overcome the problem that occurred in the class, the teacher needs to be creative in packing a classroom that interest students by taking the advantages of digital era to improve the students' vocabulary. Therefore, it is needed an interesting media so that the student can improve their achievement and motivate them in joining the lesson.

To minimize the problem in teaching vocabulary, appropriate teaching media is essential. Teachers have an essential role to create and maintain an exciting situation especially on teaching vocabulary (Solikhah, 2020). According to Azhar (2005), the use of teaching media in the orientation phase of teaching will help the learning process and effectiveness of delivery and content of the subjects at the time, as it also raised the motivation, students' interests and also

help students increase understanding, to present the data with interesting and reliable, ease of data, and compress information. In current condition, English presents unique and modern challenges in digital learning resources. Digital learning resources provide various learning materials. Digital learning resource helps individual learning, especially vocabulary.

Sharma and Unger (2016) stated that applying vocabulary instructions by using technology can improve students' scores in the test. Teachers believe that integrating technology in teaching will help students in the learning process. Students will be bored when teachers cannot develop good teaching and learning activities. According to Fatihatun and Ulinnu (2013), teachers are expected to use technology in the classroom to create enjoyable learning. The use of smartphones in teaching language has a different sense for the students; they become more enthusiastic and interested in using the phone to update their daily life rather than as educational tools. Ignitus (2019) stated that students are considerably enthusiastic for using application to support learning and they also view that smartphones bring substantial potentials and should be optimized for learning through systematic and purposeful activities properly designed for school learning-related activities. Learning English via smartphone mobile application, and diverse types of teenager's online activities were discovered, as well as area of their English skill improvement.

One of the technologies that have been used is Kahoot. Kahoot is one of online learning application that can help in teaching and learning process. Deloz (2015) stated that Kahoot included interactive response system (IRS), Kahoot engages students through game like pre-made or impromptu quizzes. According to

Chen, et al (2017), Kahoot fostered wider and active student participation, and yet provided students with the opportunity to retain their most desirable personal choice of participation. In short, Kahoot game can be an alternative solution to have a class engagement become more fun to learn English. This application can be used by using internet connection and several supporting media, such as computer, laptop and smartphone. It can be accessed in www.kahoot.com.

Kahoot is easy to use for beginners and it can be in form of quiz, discussion and survey. The students can select answer choices on a personal device such as computer, laptop and smartphone that coincide with questions that are displayed on the smartboard. Kahoot quiz questions may include multimedia visuals such as pictures and videos to further engage students and students get to earn points for answering questions correctly and quickly.

Some studies have been conducted related to the use of Kahoot in teaching vocabulary. Mansur and Fadhilawati (2019) apply Kahoot in lower secondary education. The result shows that Kahoot the use of Kahoot as media in teaching and learning vocabulary particularly in “introducing oneself” could improve the students' vocabulary achievement. The improvement on the students' achievement was supported by the students' positive attitude toward the use of Kahoot in teaching and learning.

According to Llerena and Rodríguez (2017), previous studies on the interactive response system (IRS) have generally being in mind of instructors of languages to facilitate teaching and learning process. The purpose of the study was therefore to explore the use of the online platform Kahoot as a tool for teaching and learning vocabulary in an English Class. The results support

previous studies which found that using IRS (Interactive Response Systems) improved learners' engagement and interaction. They also provide further evidence that the use of Kahoot Increased motivation and improved acquisition of vocabulary for later exams. The results of the students' satisfaction survey indicated that students enjoyed playing Kahoot and found it easy to use.

Another study conducted by Handayani (2019), the result show that students' who were taught using Kahoot game achieve better in vocabulary than those who are taught not using Kahoot. Kahoot provide teachers and students a facility in assessment and help the student to memorize the vocabulary.

The need for using Kahoot in improving students' vocabulary mastery is essential, because the students can use Kahoot as media in acquiring a new vocabulary. Based on the description above, to complete and to strengthen the result of previous studies in applying Kahoot in students' vocabulary mastery, this study exposed the steps on how to use Kahoot application, so that it can be proven that Kahoot is effective.

1.2. Research Problem

Based on the background of the study, the research problem can be formulated as follow "is there any significant difference in vocabulary mastery between students who are taught by using Kahoot and students who are taught by using Google Meet?"

1.3. Objective of the Study

This research is conduct to find out whether or not there is any significant difference in vocabulary mastery between students who are taught by using Kahoot and students who are taught by using Google Meet.

1.4. Hypothesis

Based on the research the writer develops the hypothesis to make the purpose of this study clear. The hypotheses are:

1.4.1. Alternative Hypothesis (H_a): There is a significant difference in vocabulary mastery between students who are taught by using Kahoot and students who are taught by using Google Meet.

1.4.2. Null Hypothesis (H_0): There is no significant difference in vocabulary mastery between students who are taught by using Kahoot and students who are taught by using Google Meet.

1.5. Scope and Limitation of the Study

In order to understand the language, vocabulary is essential to be mastered by the learner especially the lower secondary education. Vocabulary mastery is needed to express our idea and to be able to understand other people's sayings. Furthermore, the researcher conducted the study on seventh grade students and limited to the effectiveness of game based learning 'Kahoot' on students' vocabulary mastery.

1.6. The Significance of the Study

The result of this study is expected to be useful for the teachers and students to give an alternative way to overcome their problems in the teaching-learning process, especially in vocabulary mastery.

1.6.1. For teachers, the result of this study can be used to as a reference in choosing the appropriate media in teaching English.

1.6.2. For students, it can also be used as the reference one of the learning strategies. Because it gives them a lot of new experiences so that they were more

interested and enjoy learning English. It also motivate and help students in improving their vocabulary mastery

1.7. The Definition of Key Terms

1.7.1. Vocabulary

Vocabulary is a list of words that have meaning and accompanies a text book in a foreign language. Vocabulary mastery is not remembered all of word by word. It should be pushed into long term memory.

1.7.2. Game based learning

Game based learning indicates to actual games in the classroom to enhance teaching and learning experience. In other words, teachers can use video games in the teaching and learning process to attract and motivate students' attention.

1.7.3. Kahoot

Kahoot is an online media that tests student's knowledge by using course content. The game is free for both teachers and students, and simply requires a multimedia tool to participate. Kahoot website can be accessed by computer, laptop and smartphone Kahoot is easy to use for beginners, it can hold in individual or team. Teachers can create quizzes using multiple choice questions. The quizzes present questions that can be answered by choosing one of four possible choices, and questions can show various multimedia contents such as pictures or videos. The teacher also gets a facility to select the amount of time that the students have to respond for each question.