

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It discusses the definition of Vocabulary, kinds of vocabulary, vocabulary mastery, teaching vocabulary, gamification learning approach, Kahoot and previous study.

2.1. Definition of Vocabulary

Vocabulary is one of important element of English, because vocabulary holds an essential role of a communication. According to Neuman & Dwyer (2009), vocabulary as the words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in reading (receptive vocabulary). Vocabulary also needs to be conveyed and not only understanding the words someone says. Students use the words that they read to make sense of the words they will eventually see. Vocabulary must be more than identifying or labeling words. It is rather be more conveying the meaning of the words that we say and to help students build word meaning and the ideas that the words represent. Vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. As life become more complex, the vocabulary of language always changes and grows; people find and borrow new words to describe man's activities. No one knows exact numbers of words in the English vocabulary today.

From explanation above, it can be concluded that vocabulary is a list of words with their meanings that accompanies a text book in a foreign language. So, vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of

language. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language. Vocabulary not only contains list of words but also it become a basic for people to communicate, because without vocabulary an idea cannot be transmitted in communication.

2.2. Kinds of Vocabulary

Some experts divide vocabulary into two types, active and passive vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Stuart Webb (2008) receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Stuart Webb (2005) productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

Besides the kinds of vocabulary, Nation (2001) states that there are four kinds of vocabulary in the text:

1. High frequency words. These words are almost 80% of the running words in the text;
2. Academic words. Typically, these words make up about 9% of the running words in the text;
3. Technical words. These words make up about 5% of the running words in the text;
4. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text

2.3. Vocabulary Mastery

Vocabulary mastery is not remembered all of word by word. It should be pushed into long term memory. According to Cameron (2001), vocabulary mastery is having the ability to correctly define and use each word appropriately in a sentence. It can be concluded that someone who has known words would be able to use the words appropriately both for spoken or written needs.

2.4. Teaching Vocabulary

The teacher can teach words at different levels depending on interests, frequency, and application in other contexts. Mastering vocabulary can make students listen, talking, reading, and writing. It also helps students to produce language easily. When teaching vocabulary, the teachers may find problems that associated with words. Cameron (2001) states that there are some principles of teaching vocabulary to young learner: types of words that children find possible to

learn by shifting, vocabulary development not only learns more words but also matters expand and depend on word knowledge, knowledge of words and words can be seen as connected in a network of meanings, basic level words tend to be more appropriate for children or when studying vocabulary for new concepts, Children change how they can learn words.

According to McCarten (2007) there are several ways to teach in class: The first is focus on vocabulary, one of the first vocabulary learning strategies for classroom is how to ask for words unknown meanings and words. The teacher can ask students some basic questions to find the words meaning and pronunciation. The second is offering variety, offering several activities, learning, and materials for students can make students interact learn in a different way. The teacher should use the right way to teach students consider the situation, conditions and character of students. The third are repeat and recycle, students can memorize the vocabulary well by repeating or reviewing what has been learned for later use or recycling. The fourth is giving an opportunity to adjust vocabulary, students can learn to arrange vocabulary in several ways to group words. The fifth is create a vocabulary learning journal, the teacher serves material that can provide meaningful vocabulary to students through them personal experience. Do not overdo it, the teacher doesn't give too much vocabulary. The teacher can ask what items the student wants to know. The fifth is use vocabulary strategies in class, the teacher can use several strategies to teach students. It is not the part of the syllabus. Teachers can have more experience in teaching using some strategies and techniques. The teacher can do several activities or techniques to make students gain learning goals.

2.5. Gamification Learning Approach

A game based feedback tools are motivating and meaningful to students. Games usually offer more consistent and instantly feedback, than does the traditional learning Endarto (2018). A vocabulary learning experience that increases student motivation can be created in a learning environment that uses a gamification approach to assess a competence. The purpose of using gamification is to make the learning process more attractive to learners. The gamification is done by temporarily transforming the classroom into a game, where the teacher plays the role of a game show host and the students are the competitors. In case of the aim, Flores (2016) stated that the main objective of gamification is to increase the participation of a person during an activity and provide motivation by integrating game elements such as prizes or awards and leaderboards. As technologies grow globally, gamification has been evident to be an effective strategy for increasing learning process and motivating students to learn vocabulary.

2.6. Kahoot

Kahoot is an online media that tests student's knowledge by using course content. According to Arif and Syafi'i (2018), kahoot is a free game-based learning platform used by millions of people around the world every day to discover, create, play and share learning games. According to Chen, et al (2017) stated 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. Ima and Farhan (2018) stated,

Kahoot is a collection of questions on specific topics. Created by teachers, students, business-people and social users, they are asked in real-time, to an unlimited number of “players”, creating a social, fun and game-like learning environment. Multiple choice questions may be formulated in debate format using the Kahoot application, and can be played with all students (Bicen, 2018). Kahoot is a game based classroom response system played by the whole class. It is a tool for using technology to administer quizzes, discussions, or surveys. Multiple-choice questions are projected on the screen. Students could answer the questions with their smartphone, tablet, or computer. According to Ima and Farhan (2018) Currently, there are 3 types of Kahoot:

a. Quiz

The most common type of Kahoot is quiz. Each question has a picture or video, and 2 until 4 multiple choice answers. The time limit for each question can be individually set from 5 seconds to 2 minutes and there must be at least one correct answer. Players answer questions on their device. The faster player answers a question correctly, the more points they will get. The ultimate winner is shown at the end and the top 5 highest points scorers will displayed on the leaderboard at the front in-between each question. The results can be downloaded afterwards.

b. Discussion

Discussions are designed to do exactly what they say to facilitate a conversation. Players are simply one quick question with no right or wrong answer, which can have an associated picture or video and 2 until 4 alternative answers. They should be used to gather opinions on current affairs or even ask

“what shall we do today?”. Players answer the question on their device. There is still a time-limit to answer within, however no points are involved. The collective results of the question are displayed at the screen, acting as the basis for the discussion.

c. Survey

There are no limits to the number of questions in survey. Each question can have an associated picture or video, and 2 until 4 multiple choice answers; however there is no right or wrong answers. They are just like traditional surveys except questions are asked in real-time to those present who answer on their devices. The results of each question can be debated there and then, and the survey results can be downloaded at the end.

2.6.1. The procedure of Kahoot

There are some steps in using Kahoot:

- a. The teacher and the students must open Kahoot through www.kahoot.com.
The teacher can use a computer, and for the students can use their smartphones. Then, for the teacher must click "log in" to login in their account.
- b. The teacher can use questions that they create on their own or utilize items with the same materials that have been uploaded from another host.
- c. Students join the game. They do not need to sign up, only entered game PIN that the teacher gives or click the link from the teacher. The password is displayed after the teacher chooses the game type. After writing their game PIN, students should write their nickname on the box. The game will start if all of the students have been login on the game.

- d. Students' point depends on their speed to answer the questions correctly, because every question has a time limit. When they click on the correct answer, the timer will be continued to give opportunity for other students to choose the answer. The results will be automatically shown on their device when the time is up.
- e. After the students know their results, there is an information bar that shown a correct answer. The ranking will be shown on the scoreboard by clicking "next", so the students can see their point and position in the ranking.
- f. The scoreboard showed the result of students for each question. The teacher can click "Next" to continue. The scoreboard will show the points collected until the last questions. It is a total score from the first until the last questions. The name of the winner will be at the top.
- g. At the end, the teacher can download the achievement of students by clicking "Get Results" in the excel file.

2.6.2. Strength and Weakness of Kahoot

According to Bodden, Gemma and Lindsay (2018), there are some strength and weakness of Kahoot. There are several strength of Kahoot first, Kahoot is attractive, colourful interface. Second, it encourages active participation and completely free. Third, it provides multiple question styles and easy to create quizzes. Fourth, it allows the shy student to answer questions without embarrassment. Fifth, Kahoot provides shapes are used to accommodate any student with color vision impairment.

There are also several weakness of Kahoot first, it aware of an expectation for quick response, students may guess or answer questions without thorough

consideration. Second, it can make noise generated when large groups of students become excited. Third, students without a device are not monitored and being ranked on performance does not appeal to all students.

2.7. Previous Study

Some studies have been conducted by a number of researchers 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. While this study demonstrates the positive effects that Kahoot has on English Vocabulary achievement in students, the strength and weakness of the use of Kahoot in improving students' vocabulary was not explained in detail.

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 was exposed the steps on how to use Kahoot application, so that it could be proven that Kahoot was effective.