CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, objective of the study, significance of the study, Limitation of the Study and the definition of key terms.

A. Background of the Study

English has become one of the subjects at the secondary school level in Indonesia. However, as a developing country like Indonesia, we still consider English as a foreign language. Therefore, Indonesians still find obstacles in learning other mother tongues, generally English. There are many factors that make students or learners feel insecure when trying to learn English.

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According Hornby (2006) vocabulary is all the words that a person knows or uses and it is all the words in a particular language. According Hatch and Brown (1995) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use. From the definition above, we can see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other.

According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides many of the foundations for how learners speak, listen, read and write.

According to Souriyavongsa, et al. (2013) in their study of "Factors Causing Students' Low Learning in English: A Case Study at the National University of Laos" some of the problems often faced by the students, students lack confidence in using English because they are afraid of mistakes.

Rozakis (2003) stated that having good vocabulary strengthens the students communication skill. It means that having lots of vocabulary will make students are able to express more ideas and to have a good communication because students can learn and understand the words and the concept of using the words. Therefore, the students have to master the vocabulary, in order to reach the goals of learning the language in communication skill.

Teaching methods and learning strategies had been developed to maintain the students motivation and self-confidence with the purpose of improving students English ability. Using games was one such method and it was a contemporary popular in second and foreign language learning. This research would find out the effect of Kahoot in supporting class (Susilowati, 2016).

In this study, researchers apply the Kahoot Game as a technique to see the effectiveness of kahoot in students' abilities. Kahoot!is an example of educational software using game-based pedagogy which has the possibility to prepare online questionnaires, discussions or exams and provides students to work together on research topics (Bicen; 2018). Kahoot is a game-based learning platform, used as a technology education in schools and other

educational institutions. The learning game, "Kahoot", is a user-generated multiple choice quiz that can be accessed via a web browser or the Kahoot app. Kahoot can be used to review student knowledge, for formative assessment, or as a break from traditional classroom activities.

In the Kahoot website or application, the players are asked to enter the PIN and the nickname. This is the most common type of Kahoot, to blended learning. There was no limit to the number of questions in a quiz. Each question can had an associated picture or video, and 2 - 4 multiple choice answers. There must be at least one correct answer (but more can be chosen), and the time-limit for each question could be individually set from 5 seconds to 2 minutes (Publicando, 2017).

Kahoot!as founded in 2012 by Morten Versvik, Johan Brand, and Jamie Brooker who, in a joint project with the Norwegian University of Science and Technology (NTNU), collaborated with Professor Alf Inge Wang, and later joined entrepreneur Åsmund Furuseth. The technology is based on research conducted by Kahoot! co-founder of Morten Versvik for his Masters degree at NTNU, who was Professor Wang's student at the time Kahoot! launched in private beta in March 2013 at SXSWedu. In September 2013, the beta version opened to the public, and it's been going pretty well ever since(Kahoot,2020).

According to Syafi'i (2013) relevant research is required to observe some previous researches conducted by other researchers in which they are relevent to the research that we are conducting. In this study, the researchers are :

The first research from Adinda Riezky Putri. In 2019, Adinda Riezky Putri conducted a research entitled "The effectiveness of using Kahoot game to improve students"vocabulary comprehension". Based on research finding, the researcher conclude that Kahoot game is more effective than the conventional method in improving student'' vocabulary comprehension in the seventh grade students of SMP Negeri 15 Semarang.

The second Research conducted by Antika Mega Mawarni, In 2014, entitled The Effectiveness of Fun Game Kahoot as A Media in the Teaching of Vocabulary. The result of the study is There was a significant difference in vocabulary mastery who were taught without using tough e fun game Kahoot and introduced using fun game Kahoot. It can be seen that it was higher than (20, 04>1, 67), Ho (Null Hypothesis) was rejected, and Ha (Alternative Hypothesis) was accepted. It means that the fun game Kahoot was effective in teaching vocabulary The student's ability to learn vocabulary that was taught without fun game Kahoot was poor.

Further research from the journal. In 2019, Muhammad Abduh Almanar conducted a journal entitled "Reviewing students" vocabulary mastery by using Kahoot at Holmesglen partnering with University of Muhammadiyah Tangerang".Based on research finding, the conclution is Kahoot gave significant effect to the studentsvocabulary mastery.

The other researcher, Pede (2017) stated that his research shows the positive effect that playing Kahoot has on science language 15 acquisition in students with learning disabilities. It also showed that Playing Kahoot in class

does have some positive effects on keeping students focused and increasing on task behavior. The results of the student satisfaction survey were positive and showed that the students enjoyed playing Kahoot as well as found it beneficial to their assessment preparedness.

Another research also conducted by Ciaramella (2017) was supported by the previous research above. The results of her research indicate that using Kahoot help students with learning disabilities and other health impairments to acquire and retain vocabulary words is effective. All seven students showed an increase in their mean scores from the baseline phase to the intervention phase for both vocabulary acquisition and retention. The seven students were engaged during each Kahoot review session and indicated on the student satisfaction survey that they found Kahoot fun, they looked forward to using it, and that it kept them on task.

Some of the research that has been carried out serves as one of the content references, so that researchers can enrich the theory used in reviewing the research being carried out. The difference from the research above is that this research was conducted online without face to face with students. Based on the information above, So the researcher chooses "The Effectiveness of Using Kahoot Game in Vocabulary Mastery at The Tenth Grade of Senior High School" as the title.

B. Research Problems

Based on the explanation above, the researcher formulated the problem as follow:

Is there any significant differencein vocabulary mastery between students who are taught by using Kahoot and students who are not taught by using Kahoot?

C. Objectives of the Study

Based on the background presented above, the researcher has the objectives of the research is: To find out whether there is a significant differentce in vocabulary mastery between students who are taught by using kahoot and students who are not taught using kahoot.

D. Hypothesis of the Research

A hypothesis is a statement predicting how variables relate to each other. Creswell (2012) argued that "Hypothesis testing is a procedure for making a decision about the result by comparing an observed value of a sample with a population value to determine if no difference or relationship exists between the values". In this research, the researcher uses two hypotheses. There are an alternative hypothesis and null hypothesis. The researcher states the hypothesis as follows:

Ha (Alternative Hypothesis) "There is significant differencein vocabulary mastery between students who are taught by using Kahoot and students who are not taught by using Kahoo."

Ho (Null Hypothesis) "There is no significant difference in vocabulary mastery between students who are taught using Kahoot and students who are not taught using Kahoot".

E. **Significant of the Study**

This study expected to find out whether there is a significant different in vocabulary mastery between students who are taught using kahoot and students who are not taught using Kahoot, give more information about teaching and learning vocabulary by using Kahoot! game. The result of this study can be used to help teaching vocabulary. Thus, the teachers can more easily to teach about vocabulary mastery with Kahoot! game. Hopefully, it can make new references for teachers to use the Kahoot! game as a classroom learning medium to improve student vocabulary. For students who learn to use Kahoot!, it will provide students with interesting and interesting learning in the classroom so that they will be more enthusiastic about learning.

F. **Limitation of the Study**

The scope of the study is as the study only focused on the tenth grade of senior high school in SMAN 4 Kediri. Use the Kahoot game as a learning medium to support vocabulary understanding and focus on their translation skill activities and vocabulary score.

G. **Definition of Key Terms**

1. Effectiveness

Effectiveness is the capability of producing a desired result. When something is deemedaffective, it means it has an intended or expected outcome, or produces a deep, vivid impression. This research presents the effectiveness of using clustering technique to bring about the result in

students'vocabulary mastery. When the students get the lesson using clustering technique, it can help increase students'vocabulary mastery.

2. Vocabulary Mastery

In this research, the main topic is the vocabulary mastery by the students as the English Language learners. Vocabulary is generically defined as the knowledge of words and word meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehensionVocabulary mastery is having the ability to correctly define and use each word appropriately in a sentence. Vocabulary helps students learn the four basic skills of English.

3. Kahoot!

Kahoot is a simple but fun learning game application for students from all walks of life from elementary to college students. Kahoot is a game-based learning application or game-based learning the most widely used in the world. Starting from elementary school to college stages, use this platform to increase student engagement and motivation.