

CHAPTER II

REVIEW OF LITERATURE

This chapter presents theoretical review which underlying theories of vocabulary and Kahoot Application, and the last part of this chapter is the hypothesis.

A. Vocabulary

In learning English, vocabulary is very important because vocabulary may affect all aspects that support learning English, especially for students in high school. English is a new thing for them, English lessons are still limited to introduction and knowledge at the junior high school level, and they begin to learn English by understanding and mastering at the high school level. Words such as those used in listening and speaking can come in oral form, or they can come in print form, such as those words that in reading and writing, we remember and use (Alizadeh, 2016)

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.

Vocabulary is about words, where they come from, how they change, how they relate to each other and how we use them to view the world (Bauer, 2001). It can be concluded that vocabulary is about words that come from the language we want to learn, vocabulary becomes the key to the language we want to learn, without vocabulary they will not get anything. Vocabulary can be combined and changed as we wish. If you have little knowledge or vocabulary, student may have trouble in learning English.

Furthermore vocabulary could be defined as a dictionary or set of words. This general view is reflected in the lexicographical approach to the traditional way of listing words in a dictionary (Takac, 2008).

Cameron (2001) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. The larger the students master vocabulary, the better they perform their language. By having limited vocabulary, the students will find difficulties in mastering reading and other skills. The success of the learner in learning a language depend on not only the size of vocabulary but also vocabulary building.

Alqahtani(2015) also said that vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. In short, as English learners, we have to convey meaning through the words we read.

Learning vocabulary is an essential part of mastering a second or foreign language as considerable evidence points to the high correlation between

vocabulary (usually a measure of vocabulary size) and various measures of language proficiency (Nation & Beglar, 2007)

Vocabulary is a list of words that known and used to communicate each other. Linse said that vocabulary is all words that known by individual (Linse & Nunan, 2006). It means that vocabulary has function that important in the language every word has meaning that can help person to use grammar easily and give sentence with the meaning, so other person can understand what they mean

B. Kind of Vocabulary

Vocabulary can be divided into two types (Hatch & Brown, 1995: 370). They are receptive vocabulary and productive vocabulary or passive and active vocabulary. Receptive vocabulary is words that the students recognizes and understands when they occur in a context, but which he cannot produce correctly (Hatch & Brown, 1995: 370). Meanwhile, productive vocabulary is words which the student understands, can pronounce correctly and use constructively speaking and writing (Hatch & Brown, 1995: 370).

Define receptive vocabulary as language items which can only be recognized and comprehended in the context of reading and listening material, and productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing (Grain R & Redman S, 1998: 64).

Vocabulary is a set of words that is used to communicate in a language. Words can be classified based on their functional categories and it is called part

of speech (Hatch & Brown, 1995:218). It concludes noun,verb, adjectives, and prepositions. In this research, it will be focused on nouns, verbs, adjectives, and prepositions because it is adjusted to the player that is the students of the first grade of junior high school and category of traffic word game.

a. Nouns

Claims that all parts of speech have a semantic core that is language independent (Lyons, 1997: 422) as cited in Hatch & Brown, 1995). The most core like nouns (which he calls first order) are names of people and physical objects, and entities that exist in time and space (Hatch & Brown, 1995:219). Second-order nouns are observable entities which take place and time. So these would include nouns of states (e.g., sleep), process (e.g., weaving), and event (e.g., a crash) (Hatch & Brown, 1995: 219). Third-order entities are prepositions that are truly abstract entities with no relation to time and space (e.g., democracy) (Hatch & Brown, 1995:220). The more core like the nouns are, the easier it should be learnt (Hatch & Brown, 1995:220). In short, noun is the name of a person, place, idea, or quality.

b. Verbs

Verbs are words that denote action (Hatch & Brown, 1995:222). Verbs are placed into four classes: activities, accomplishment,

achievements, and states (Vandler, 1967) as cited in (Hatch & Brown, 1995: 223). Activities: run, walk, write, drive a car, seek

Accomplishment: paint a picture, run a mile, build Achievements: hear, see, understand, find, recognize States: know, love, have, desire

c. Adjectives

Adjectives are used to highlight qualities or attributes (Hatch & Brown, 1995: 228). Certain adjectives are typically used to describe particular nouns (Hatch & Brown, 1995: 228)

Gucker (1966), “adjective is used to modify a noun or pronoun, that is, to describe the noun or pronoun”.

d. Prepositions

Prepositions are all those words that help locate items and actions in time and space (Hatch & Brown, 1995: 243).

C. Vocabulary Mastery

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency (Thornbury, 2002).

Hornby (1995) defines that mastery as complete knowledge or complete skill. From the definition, mastery means complete knowledge or great skill that makes someone master in a certain subject. Vocabulary mastery is always being an essential part of English. (Lewis and Hill 1997) defines that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are

motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English.

Vocabulary mastery is the skill or full understanding of the list or collection of words that make up a language that may be used by certain people, groups, and careers (Collins, 1979). To master English as a foreign language at elementary, intermediate and advanced levels, mastery of vocabulary is one aspect. Vocabulary is one of the basic elements that must be learned in mastering the four language skills. We can understand that knowledge of words is necessary for all four language skills, because without vocabulary they will get nothing. The more vocabulary students learn, the better their language will be. If they have a small vocabulary, students may have difficulty learning reading and other skills

Schmitt (2000: 5) proposes a list of the different kinds of knowledge that a person must master in order to know a words: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.

D. How to Teach Vocabulary

The National Education Association (NEA) states that media is a device that can be seen, heard, manipulated and read in the form of instruments used in the teaching and learning process which can affect the effectiveness of the learning itself.

Vocabulary is something to deliver in the oral or written communication. And vocabulary is not easy to be increased without a proper way of how to build it up. Games are activities with element of fun, relaxation and enjoyment. Games can motivate students to memorize vocabulary easily and also happily. Teaching vocabulary using games is not only as an effective tool for bringing out students from the monotony or boring situations in learning process, but also for developing students' vocabulary.

Games in teaching vocabulary at tenth grade of SMAN 4 KEDIRI is an alternative teaching aid because almost the students like to play games. By games students are practiced to use vocabulary they have learnt and communicate with their friends. In teaching vocabulary using games, the first step is introducing the lesson to the students, and then the teacher introduces the new words will be played by the students. Let the students to memorize those words and then the teacher begins playing the game.

1. The teacher explains the material to be learned.
2. The teacher gives material about Vocabulary about nouns, verbs
3. Teacher Create a new Kahoot! game
4. After Finish building Kahoot! game. When ready to play it, click "Play".
5. Select "Teach" as the way to play.
6. Share meeting details on whatsapp
7. The teacher instructs students to access the kahoot web.
8. Switch to Kahoots! join the screen. Run the game
9. Students sign in to the kahoot application

10. Students answer the questions given by the teacher in the Kahoot.

E. Kahoot!

Kahoot! Is an interactive quiz that can be implemented in the media learning, 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)

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 student " 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 done. Kahoot allowed the students to see their progresses in the real time. It also helps the students to monitor their progresses 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.

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 choice 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. Kahoot has several features including quizzes. In the Kahoot quiz feature, participant/student accounts can answer via devices that are connected to the internet (smartphones/laptops/tablets) according to 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.

Advantages and Disadvantages of Kahoot Application

1) Advantages of Kahoot App

a) Make it easy for teachers

- b) Ease of operation can be used for various purposes
 - c) Has many useful features
- 2) Disadvantages of Kahoot App
- a) Requires internet facility
 - b) Requires device media to access it (Aprilia:2019).

F. The Use Game Based Learning of the Kahoot! Application

Learning media is one component in the learning system. One of the learning media that is very interesting to be studied by researchers is the Kahoot application media.

According to Kapuler (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. Kahoot is a relatively new online tool and as a result there is limited research on the effect of Kahoot in the classroom, and a lack of evidence for its effectiveness as a tool to teach content vocabulary.

The learning carried out by this school uses an online system because the government agency forbids all state schools to carry out face-to-face learning. This is one of the effects of the COVID-19 pandemic. So to realize this research, the researcher consulted with the English teacher at the school to get permission to carry out the research.

With permission from the principal, researchers are allowed to carry out research. And researchers are allowed by to enter the *whatsApp* group class X

IPS 5 which is the sample of the research object. With the *whatsApp* media, the research group instructed the students to provide the necessary equipment, namely mobile phones and material books. These instructions were given prior to the conduct of the study. The learning processes carried out include:

The researcher conveyed the material through *WhatsApp*, this was because the learning process was carried out online. Submission of material through *WhatsApp* is done with the aim of minimizing the time given by the school to conduct research. Submission of this material is carried out the day before the research is carried out

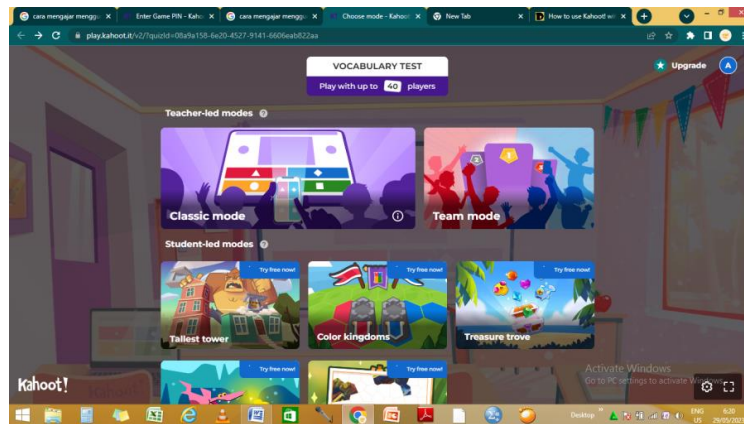
The researcher carried out the pretest directly at the time of the research. This pretest is used to measure students' abilities before taking treatment.

The researcher gave the treatment by applying the KAHOOT application media to the students. In implementing this KAHOOT media application, the researcher first prepared the material used for research. The steps in the process of using the Kahoot web media include:

Researcher login to the kahoot! Web and opens the quiz that has been prepared by the teacher, researcher and clicks the “play” button to enter the quiz that has been prepared

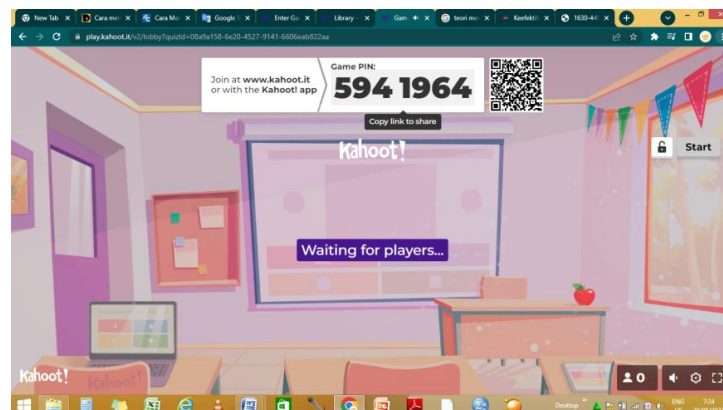
After that, an option will appear as shown in the image below and click the "classic"

Picture 1: Game mode selection



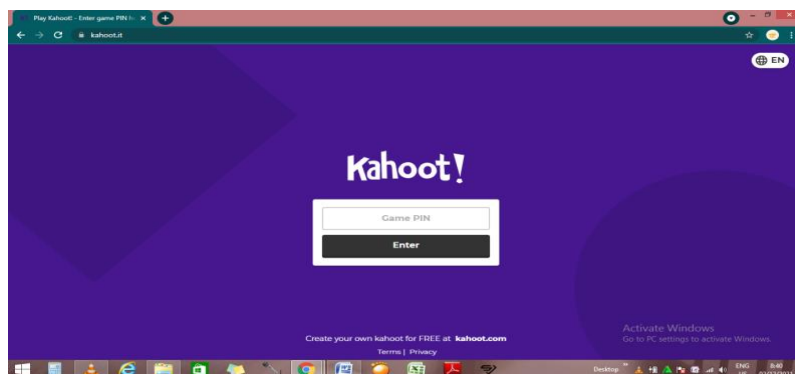
After that the Kahoot game pin appears.

Picture 2: Game pin



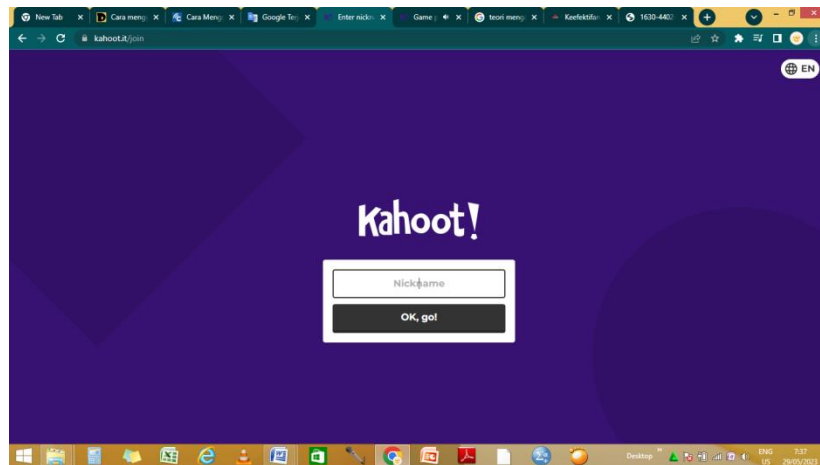
The researcher asked the students to log in Kahoot on a web that reads “Play Kahoot! – Enter game PIN here!”

Picture 3: Student Enters the Game Pin



After that, a field for filling in the PIN of this game will appear, and after the students have received the game PIN from the teacher (researcher) then click the "Enter" button.

Picture 4: Student Nickname



After that, a column for filling in the nickname of the participants who took part in this game will appear, and after the students have filled in the column then click the "Enter" button. After that, students fill in their names, and click "ok, go" button.

Picture 5: Students waiting for the game



Students waiting for the game to be started by the teacher.

