CHAPTER I

INTRODUCTION

This chapter shows the reasons why this research is needed to be accepted. It consists of the background of the study, formulation of the research, purpose of the study, formulation of hypothesis, scope and limitation, significance of the study and definition of key terms.

A. Background of the Study

Education is an activity that has a specific purpose in fostering and shaping the human personality so that it can be guided towards better potential in accordance with societal and cultural values. In a country, education plays an important role in improving the quality of human resources in various fields, so that educational problems must be resolved properly because the high and low quality of education can also be seen from various factors, for example: facilities and infrastructure, curriculum, quality of teaching staff, achievement students, and environmental factors. In the Law of the Republic of Indonesia Number 20 of 2003 Article 1 paragraph 1 concerning the National Education System states that education is awareness and a planned effort to create an atmosphere of learning and an active learning process so that students can develop the potential that exists within themselves to have self-control, noble character, intelligence, religious spiritual strength, and the skills needed by himself, the nation and state (Amelia, 2019).

English has become an international language for communication around the world which has been taught in the world of education from early childhood to tertiary education. In Indonesia, English is a compulsory foreign language and is an important subject taught in schools (Nurhayati, 2020). In the process of learning English at school, vocabulary mastery is very important for students because it has an important role in language development. Someone who speaks a foreign language such as English, must first learn the vocabulary of that language in order

to communicate effectively. Students will find it difficult to understand and even produce if they do not have enough words in their vocabulary. So, learning English is not as easy as it looks, because learning English takes a long time to be able to master English properly and correctly. There are several language components that must be mastered in learning English, one of which is vocabulary. Vocabulary is one of the important language components that must be learned and mastered by students because it can combine four skills, namely: listening, speaking, reading, and writing (Pangkuh Ajisoko, 2020).

Vocabulary mastery is fundamental and very important in learning English (Endarto & Subekti, 2020). According to Cahyono & Widiati (2011: 107), good vocabulary mastery supports mastery of every language skill. When students learn a new language, students must have sufficient vocabulary because the more vocabulary students know and understand, the easier it is for students to learn a foreign language. In addition, students must learn a sufficient number of words and know how to use them correctly in order to communicate effectively in a foreign language. This is an important part of learning and understanding a language. In fact, many students still have difficulties in learning language, especially in understanding a vocabulary that is in the descriptive text in the process of learning English learning vocabulary. Based on the results of initial observations conducted by researchers during the teacher training (PPL) at SMPN 1 Ngunut, the researcher found that there were still many students who experienced difficulties in learning language, especially in learning vocabulary. It means that the students find many difficulties when they have to learn vocabulary. Students who still have difficulty learning new vocabulary are due to teachers who still use less effective teaching techniques. Teachers still use the traditional methods to find difficult vocabulary and their meanings, so that students find it difficult to understand the meaning of unfamiliar words. That is what makes students feel bored and also desperate when facing a lot of vocabulary in English. In addition, many students think that learning English is difficult. Students who find it difficult

to learn English will take longer to grasp and understand a material that has been received. This assumption is controlled by students' thinking so that it has an impact on students' lack of ability in mastering vocabulary.

At this time, the development of science and technology necessities teachers and students keeping up with changes that affect the world of education. Teachers can use technology and media in the learning process by utilizing smartphones, internet networks and a platform that has an important role in being able to increase the success of the learning process. In addition, good learning media can also increase student motivation. Learning media is an intermediary that can be used as an effort to create a pleasant learning atmosphere so that students are more eager to learn. Well-designed learning media can assist students in receiving and understanding learning material. One of the teaching media that has evolved in tandem with the advancement of science and technology is the internet-based teaching tool. Internet-based learning media is an intermediary that can be used in the learning process as an effort to create a pleasant learning atmosphere so that students are more enthusiastic about learning (Nurhayati, 2019). E-learning is another term for internet-based teaching media. E-learning is an example of an application of information and communication technology to aid in the learning process. The Kahoot game application is one example of a technology-based learning media that can be used.

Sururoh (2020) defines Kahoot as a software application that provides educational-based online game services. The Kahoot application has several game models that students can play, such as quizzes, discussions, and surveys. The Kahoot application provides multiple choice questions with a limited time allocation which makes students compete to answer quickly and accurately. If students can answer the questions quickly and accurately, they will get the highest score and at the end of the game they will know the rank they have obtained. Kahoot is a simple but fun game that can be accessed for free. Students who wish

to join the game can access it directly via a web browser, namely www.kahoot.it or can download the Kahoot application via the playstore on their smartphone. In using the Kahoot application, there are two types of ways to play, namely classic and team mode. Playing is done in a classic way, namely students play individually while playing is done in a team mode, namely students play in teams or groups. Using Kahoot as a platform-based learning media is expected to help students become more motivated and interested in the learning process so that they can improve their vocabulary mastery.

In this study, the researcher focuses on vocabulary. The researcher only focused on the students' vocabulary because vocabulary is the most important skill to learn in order to support the four skills in learning English, which are listening, speaking, reading, and writing. According to David Wilkins (Thornbury, 2002: 13) in his book entitled "How to teach Vocabulary" explains that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Language skills will improve more quickly and easily. In communicating, someone who has a large and sufficient vocabulary mastery will make it easier for him to communicate well and in a variety of ways (Nurhayati, 2019). This is because vocabulary is able to express opinions that will be conveyed by someone. If someone has vocabulary mastery limited words, the opinions that will be conveyed are also limited. Therefore, in the process of teaching and learning English, vocabulary has a significant impact on the four language skills.

In addition, there are several previous studies that apply the Kahoot application as an educational medium in the process of teaching and learning English. The first previous study was conducted by Zikri (2022) entitled "The Influence of using Kahoot Application on Students' Vocabulary Mastery at the Eight Grade Students' of SMP Muhammadiyah 1 Pekanbaru". The results showed that the Kahoot application had a good influence on improving students' vocabulary mastery and the significance value was 0.000, less than 0.05 (sig value = 0.000 <0.05). These

results indicate that Ha is accepted while Ho is rejected. The researcher concluded that the use of the Kahoot application had a significant effect on vocabulary mastery in grade 8 SMP Muhammadiyah 1 Pekanbaru.

The second previous study was conducted a thesis by Sari (2022) entitled "The Influence of Kahoot in Reading Skill of Informatics Engineering Students at Politeknik Sekayu". The results showed that the scores of students who were taught using Kahoot had higher scores than students who were not taught using Kahoot. From the findings of this study, the researcher concluded that there was a significant increase in reading skills using Kahoot for Informatics Engineering students at Politeknik Sekayu.

The third previous study was conducted by Safitri (2021) entitled "The use of Kahoot as a Media to Improve Students' Vocabulary at First Grade of SMPN 2 Gantarangkeke". The results showed that the average students' development score was 71.9 on the pre-test and 83.5 on the post-test. Students can develop their vocabulary well. This is supported by the fact that the t-test value which is greater than the t-table value. Therefore, Ha is accepted and Ho is rejected. From the findings of this study, the researcher concluded that using Kahoot as a medium to improve students' vocabulary was enhancing students' to seventh science junior high school it implies that the test through Kahoot is affective to improve the students' vocabulary.

The last previous study was conducted a thesis by Lestari (2019) entitled "The Effectiveness of using Kahoot Application in Teaching Vocabulary". It was explained that Kahoot is not effective in being applied in students of the 7th grade of SMPN 7 Salatiga. From the results of the study, it was found that there were many difficulties faced by students while using the Kahoot application in teaching vocabulary so that it affected the use of the Kahoot application in the learning process.

Based on the previous studies above, it can be concluded that Zikri's study shows that the Kahoot application is effectively used as a medium to improve

students' vocabulary mastery in grade 8 at SMP Muhammadiyah 1 Pekanbaru. Then Sari's research stated that Kahoot significantly improve students' reading skills as seen from the difference in scores of students who were taught using Kahoot were higher than those who were not taught using Kahoot majoring in informatics engineering at Politeknik Sekayu. Then, the results of research conducted by Safitri stated that the Kahoot application was also effective as a medium for increasing students' vocabulary to improve the abilities of seventh grade students at SMPN 2 Gantarangkeke. Meanwhile, Lestari's study said that Kahoot is not effective to be applied in students on the seventh grade of SMPN 7 Salatiga because there are still many students who still have difficulties when using the Kahoot application in the vocabulary learning process. From several previous studies, previous researchers used the Kahoot game application as a learning media because it can make students more enthusiastic about learning and learning vocabulary becomes easier. This is what make the researcher is interested in testing or proving whether the Kahoot application is effective or not applied in the vocabulary learning process for seventh grade students at SMPN 1 Ngunut. Therefore, the researcher conducted a study entitled "The effectiveness of using kahoot game application towards the vocabulary mastery of the seventh graders at SMPN 1 Ngunut".

B. Formulation of Research Question

Based on the background of the study that had been explained, the researcher can state the formulation of research question as follows:

1. Is the use of the Kahoot game application effective towards the students' vocabulary mastery of the seventh graders at SMPN 1 Ngunut?

2. Is there any significant different achievement between the students taught using Kahoot game application and those who are not taught using Kahoot game application towards the students' vocabulary mastery of the seventh graders at SMPN 1 Ngunut?

C. Purpose of the Study

In this research, the purpose is one of the control tools that can be used as a guide so that this research can run as desired. The purpose of this research is:

1. To know whether Kahoot game application is effective towards the students' vocabulary mastery of the seventh graders at SMPN 1 Ngunut.

2. To find out the significant different achievement between the students taught using Kahoot game application and those who are not taught using Kahoot game application towards the students' vocabulary mastery of the seventh graders at SMPN 1 Ngunut.

D. Formulation of Hypothesis

There are two kinds of hypothesis in this study, the researcher should propose Null hypothesis (H_0) and Alternative hypothesis (H_a).

a. Null Hypothesis (H_0)

There is no significant different achievement between the students taught using Kahoot game application and those who are not taught using Kahoot game application towards the students' vocabulary mastery of the seventh graders at SMPN 1 Ngunut.

b. Alternative hypothesis (H_a)

There is a significant different achievement between the students taught using Kahoot game application and those who are not taught using Kahoot game application towards the students' vocabulary mastery of the seventh graders at SMPN 1 Ngunut.

E. Significance of the Study

This research had some benefits in the study of English. There are two kinds of benefits in this research as follows:

1. Theoritically

The result of this study hopefully gives some useful information about innovative learning media on technology such as Kahoot Game Application and to increase students' vocabulary mastery through game on Kahoot.

2. Practically

a. Institution

From the results of this study, the researcher hopes that it can become a consideration tool for schools to use the Kahoot game application to support the vocabulary mastery of the seventh graders at SMPN 1 Ngunut.

b. Students

The result of this study, students will get new media to practice their vocabulary mastery in a simple way and don't have to worry about being boring while practicing. The researcher also hopes that the Kahoot Game Application can make students more enthusiastic in learning English vocabulary and is expected to make it easier for students to achieve their goals of learning English.

c. English Teacher

The results of this study are intended to provide information that can later be used by English teachers to be more creative in carrying out the learning process using the Kahoot Game Application so that students do not get bored easily so that students have good vocabulary mastery.

d. Other Researchers

The findings of this study are expected to be an alternative reference source for other researchers as a possibility to carry out similar research but on different material studies and inform readers about the effectiveness of the Kahoot game application on students' vocabulary mastery.

F. **Scope and Limitation of the Research**

To make this research more understandable, the researcher will concentrate on the students' vocabulary mastery through the use of the Kahoot Game Application. The researcher did not focus on the broad development of students' vocabulary, but only focused on students' vocabulary of pronouns, nouns, adjectives, adverbs and verbs, which were based on the standard 13th curriculum for first grade. This research will be conducted at SMPN 1 Ngunut.

G. Definiton of Key Terms

The terms used in this research are defined and briefly explained, they may cause confusion and misunderstanding. To avoid confusion, ambiguity, and uncertainty about the concept, the definitions of key terms are provided below.

1. Effectiveness

   Effectiveness is a condition that shows the level of success or failure of activities in achieving goals (Epika Hidayah, 2021). The effectiveness of learning is always related to the achievement of goals, objectives and teacher performance. Effectiveness is always related to the relationship between the results achieved. In this research, the researcher wanted to see how far the effectiveness of Kahoot Game Application on students' vocabulary mastery.

2. Kahoot Game Application

   According to Sari & Nurani (2021) Kahoot is an application with the concept of a game-based student response system that makes the learning process interesting because it can learn while playing. Kahoot aims to motivate students to answer questions faster to get as many points as possible so that students must pay attention and learn the lessons that have been taught. Quiz results in this game also give students clear feedback on answers, number of points and ratings. In addition, students can also get an analysis of the questions they have answered correctly and incorrectly.

3. Vocabulary Mastery

   Vocabulary mastery is a measure of the vocabulary comprehension of a language and the ability to use that vocabulary both orally and in writing (Serani et al, in Nastiti, 2020). Vocabulary Mastery is an important basic skill that must be possessed by students in teaching English before mastering other English skills. In this study, students' vocabulary mastery was focused on verbs, nouns, and adjectives which were measured using a vocabulary test modified by the researcher.