

# **CHAPTER I**

## **INTRODUCTION**

The discussion in this chapter is about the general description or problems used by the researcher as a reference in compiling research. Which this chapter consists of background of the study, formulation of the study, purpose of the study, hypotheses of the study, significance of the study, scope and limitation of the study, and definition of key terms.

### **A. Background of the Study**

Ease in every field suggests that the globe is still expanding. This convenience comes from the result of human ingenuity, which makes technology a helpful partner in completing tasks to make it easier. Technology advancement has an impact on how education is progressing as well. In a time when technology is fast evolving and new information and communication technologies are being introduced, it is crucial for schools to adjust to the digital world because technology has now had an impact on the educational system world (Indalecio 2021).

Due to more advanced technology and growing educational demands, especially in light of the COVID-19 pandemic, there is a surge in the usage of technology today, which has caused a global movement toward online learning (Kalleney 2020). Coronavirus, also known as COVID-19 is a variant of Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) that originated in the Chinese city of Wuhan and has now been transmitted over the world (Singh

and Mishra 2021). Meanwhile, online learning is defined as learning experiences in synchronous or asynchronous environments using various devices with internet access e.g., mobile phones, laptops, etc (Dhawan 2020).

As part of the impact of the coronavirus, online learning is a way to reduce the spread of coronavirus. This has led to an increase in the use of technology, and m-learning has a big role in this current situation. Mobile learning is mobile devices that enhance learning including both wired and wireless devices such as mobile phones, PDA, iPod, Sony PSP, notebook devices (Stosic and Bogdanovic 2013). Through m-learning, students can study anywhere, improve student's knowledge or skills in information and communication technologies moreover to support students in facing the global era. The use of technology in the form of learning media can be an alternative to overcoming the existing learning process's limitations of space and time so that teachers do not need to explain the topic to students excessively (Puspitarini and Hanif 2019). In addition, the use of media in education creates new needs and interests, which boosts motivation and activity stimulation and even has psychological effects on students (Bulan and Idhar 2021).

One of the biggest uses of digital technology as learning media in learning activities is using smartphones. A smartphone is a mobile phone that can perform a variety of tasks and computations like a personal computer (Anshari et al. 2017). The main reason smartphones are more useful in learning is that they are concise and can access learning materials easily, especially in this current situation. Moreover, students respond differently when

smartphones are used in language instruction; they become more excited and engaged in utilizing the phone to keep up with their daily lives than as an educational tool (Hadijah, Pratolo, and Rondiyah 2020).

The rapid use of technology like smartphones in learning activities provides space for students to improve their communication with developing technology. Besides that, the rapid evolution of instructional technologies enables the emergence of new language teaching techniques (Sercanoglu, Bolat, and Goksu 2021). Especially, in teaching English as a universal language.

English is considered the official language for use in the international world because it is the most widely spoken language in various countries around the world (Destirahmawati 2021). This language is crucial as the primary means of communication between nations (Tahmit, Nastiti, and Rahim 2019). Besides that, mastery of the English language is one way for humans to get to know the world at large. Therefore, the English language is one of the compulsory subjects in Indonesia. As a subject, the goal of teaching English as a foreign language in Indonesia is to provide students with the ability to communicate in the target language (Winarsih 2019).

In learning English, there are several components that must be considered such as speaking, writing, reading, listening, grammar, vocabulary, tenses, pronunciation, idioms, and slang. One of the most important aspects of learning a language is vocabulary, where vocabulary is the foundation for mastery of the language itself (Destirahmawati 2021). Without vocabulary, no

one can perform language skills such as speaking, writing, reading, and listening (Helmi 2017). Vocabulary is a language's words, that contain single items and phrases or chunks of several words that transmit a certain meaning, the way individual words do (Alfaki 2015).

In fact, students' vocabulary skills are lacking due to several factors. The factors are the lack of student practice in everyday life, most of the students' difficulties in understanding vocabulary material because the teacher's explanation is too concise and fast, and learning media that are less attractive, thus making students tend to be lazy to pay attention. As a result of which students find it difficult to master the next English material. In one case stated by Mohammad Tahmit, Novatrisna Dwi, and Andi Rahmad (2019) that many students at Madrasah Ibtidaiyah are still having a struggle to learn English, because of the lack of vocabulary, which makes students' scores in all aspects of English like writing, listening, speaking, and reading decrease, resulting in failure to meet the school's KKM target (minimum completeness criteria). Besides that, Arif Bulan and Idhar (2021) revealed that was discovered there is no suitability of supporting media in teaching vocabulary and teachers rely solely on handbooks, therefore the vocabulary taught concentrates solely on the handbook makes students not have adequate English vocabulary. In other words, Indonesian students' weak vocabulary knowledge is a critical worry, and their search for an appropriate technique to improve their vocabulary knowledge is intensifying (Hanifia 2013).

For this reason, it is vital to provide well-designed and created interactive learning media so that students can actively participate in the learning process (Jannah, Copriady, and Rasmiwetti 2019). One of the ways is using the application as learning media in learning activities. Given that students today are known as millennials and that technology is heavily integrated into 21st-century learning, there are many opportunities for teachers to use technology to boost students' motivation (Artati 2021). The learning process in the twenty-first century is digital communication, which implies that it is no more a face-to-face course between teachers and students, but rather an internet-based modern learning experience (Anggraeni and Sole 2018).

Teachers can use a variety of teaching platforms or media because technology plays such an important role in education in the 21st-century (Artati 2021). One of the applications that carry education to digital platforms is gamified student response systems. In recent years, gamified Web 2.0 tools such as Kahoot!, Plickers, Quizizz, ClassDojo, Classcraft, and Socrative have become popular in teaching processes (Sercanoglu, Bolat, and Goksu 2021). One of the best instances of gamified learning is Kahoot!, a game-based learning platform, that enhances teaching activities with new technological capabilities (Kalleney 2020). Kahoot! is a game-based learning platform that can be used to assess students' knowledge, conduct formative assessments, or provide an alternative to traditional classroom activities (Wang and Tahir 2020). Kahoot! can help improve language classroom by making the introduction of new topic (e.g., definitions, tenses, or collocations) and

knowledge consolidation more interactive and visible, thereby supporting learners in acquiring mastery of the language topic (Kohnke and Moorhouse 2021). Most notably, Kahoot! is frequently used in the classroom to administer interactive multiple-choice quizzes (Jr 2020).

In other words, it is reasonable to assume that Kahoot! can be used in learning activities, particularly in English teaching. Considering some studies in English teaching, one of them presented by Ima Chusnul and Muhammad Farhan Rafi (2018) with a study emphasis on the use of Kahoot! as a teaching tool for reading, the researcher discovered that using Kahoot! as a media can enhance the focus of STKIP Jombang students' attentiveness to the material taught, especially in reading. In another study on English teaching, which was conducted by Adinda Riezky Putri (2019) the study focused on the use of Kahoot! in vocabulary learning and revealed that the game can boost memory in seventh-grade students at SMPN 15 Semarang.

From the research conducted by Ima Chusnul and Muhammad Farhan Rafi (2018), and Adinda Riezky Putri (2019) it might be reasonable to conclude that the use of Kahoot! in English teaching, such as reading and vocabulary, has a favorable impact. In other words, the use of Kahoot! in English teaching is successful in improving reading competence in college students and enhancing students' vocabulary in seventh-grade junior high school.

However, Kahoot! is not widely used by students as a learning media in English learning, particularly at the eighth-grade junior high school in the Blitar area. Given that, knowledge of vocabulary is the most important aspect

of English learning. As a result, it is critical to conduct new research with Kahoot! to improve vocabulary in Blitar's junior high school. SMPN 1 Srengat is a school that will be used for research, because that school is qualified to conduct research using Kahoot!. Therefore, the researcher will analyze "The Effectiveness of Kahoot! As a Learning Media on Students' vocabulary Mastery at The Eighth Graders of SMPN 1 Srengat".

### **B. Formulation of the Study**

Based on the background of the study on the previous page, the research question will be:

- a. Is there any significant difference between students' vocabulary mastery with and without being taught by using Kahoot!?

### **C. Purpose of the Study**

Based on the research question, the study will intend to:

- a. To verify any significant difference between students' vocabulary mastery with and without being taught by using Kahoot!.

### **D. Hypotheses of the Study**

In this study, there are two hypotheses stated as follows:

- a. *Alternative Hypothesis ( $H_a$ )*: There is a significant difference between students' vocabulary mastery with and without being taught by using Kahoot!.
- b. *Null Hypothesis ( $H_0$ )*: There is no significant difference between students' vocabulary mastery with and without being taught by using Kahoot!.

### **E. Significance of the Study**

The researcher hopes that this thesis helpful to:

a. Teachers

This study proved the effectiveness of using digital platforms such as Kahoot! This is proved by the increase in student vocabulary test scores and their enthusiasm at each meeting. In other words, teachers can use Kahoot! as a reference or option when using digital platforms as a learning media to improve students' vocabulary abilities.

b. Students

The use of Kahoot! which has been conducted over two meetings in learning English is the first experience for students to improve their vocabulary abilities. In the learning process, helping students understand the material that has been obtained by giving tests in the form of fun games. So that on other occasions, students who struggle with vocabulary learning can use Kahoot! as an engaging learning tool.

#### **F. Scope and Limitation of the Study**

Students in class VIII at SMP Negeri 1 Srengat are the focus of this study since the descriptive text content that emphasizes adjectives is appropriate for class VIII and was previously given in class VII. However, considering that last year's learning was carried out online in practice this study had limitations such as a lack of vocabulary in everyday life for students and there are problems related to network connectivity, so it takes a while for the media to be connected to Kahoot!.

#### **G. Definition of Key Terms**

The researcher wants to explain the terms in the title of the research to



avoid the readers' misunderstanding the languages spent in this study. Some definitions are as follows:

- a. Kahoot! (<https://kahoot.com>) is a global online education company that provides a free student response platform that is like the well-known trivia game Quizzo (Carolyn M. Plump and Julia LaRosa, 2017).
- b. Learning media is a tool used in the learning process to assist teachers in getting their material across to students.
- c. Vocabulary mastery is an element that a person possesses in effectively utilizing language abilities, such as speaking through oral and written communication to express meaning appropriately.