CHAPTER I

INTRODUCTION

This chapter discuss the research background, research questions, research objectives, hypothesis formulation, research significance, research scope and limitations, and definition of key terms.

A. Background of the Study

English is a global language that is often used in many countries, so English must be mastered because it plays an important role in everyday life. One of the key elements in mastering English is vocabulary, which is the foundation for understanding text, speaking, listening and writing. In addition, English plays a crucial role in communication, education and career development. Mastery of English is not only necessary, but also a fundamental skill in today's globalized world. English language education in Indonesia, especially at the junior secondary school level, faces problems in vocabulary acquisition. Some students face challenges in remembering and using new vocabulary, which affects their speaking and writing skills. Lexicon mastery is a key foundation in learning English. Without sufficient vocabulary mastery, students will face difficulties in improving other language skills such as reading, writing, listening and speaking[1]However, from the initial observation at SMPN 3 Kalidawir, many students in grade VIII still face difficulties in remembering and using English vocabulary correctly. Daily test results showed that more than 60% of students scored below the passing standard in the vocabulary test. In addition, students tend to lose motivation when vocabulary learning is done in a conventional way, such as memorizing word lists and doing repetitive exercises from textbooks. This situation is exacerbated

[1] Nation, I. S. P. (2013). Learning Vocabulary in Another Language. Cambridge University Press.

by the low utilization of innovative learning media to attract students' attention. This phenomenon draws significant attention, considering that English is a global language that is needed in various aspects of life, including education, work, and social interaction.

One of the main issues in vocabulary acquisition is the teaching techniques applied. Many teachers still use conventional methods that tend to be boring, such as direct teaching and memorization. This method often makes students feel bored and lack enthusiasm to learn. monotonous teaching methods can reduce students' interest in language learning[2]. Therefore, more interactive and interesting methods are needed to increase students' participation in vocabulary learning. In this context, educational technology can be an effective answer to increase students' enthusiasm and learning achievement. The advancement of digital technology has significantly changed various sectors, including education. Nowadays, learning is not only focused on traditional methods such as lectures and memory, but has evolved to utilize digital media to deliver a more interactive and engaging learning experience[3]. One method that is increasingly in demand is game-based learning, where educational games are utilized as learning tools to increase learner motivation and engagement. Kahoot, a platform for interactive quizzes, has been widely used in schools for its ability to create an exciting and competitive learning environment[4]. However, despite its great potential, the effectiveness of Kahoot! in vocabulary learning especially in junior high school still needs to be further investigated, especially in an environment like SMPN 3 Kalidawir, where English vocabulary acquisition is still a major challenge.

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[2] Harmer, J. (2007). *The Practice of English Language Teaching*. Longman.
[3] Wang, A. I. (2020). *The wear out effect of a game-based student response system. Computers & Education*, 145, 103741
[4] Plump, C. M., & LaRosa, J. (2017). *Using Kahoot! in the classroom to create engagement and active learning.* SAGE Open, 7(2)

As technology has rapidly advanced, it has become an important part of education. Learning apps like Kahoot present creative solutions to improve student motivation and participation. Kahoot is a game-based learning platform, allowing teachers to create interactive quizzes that can be played together. the application of technology in the learning process can significantly increase student motivation and engagement. Educational games such as Kahoot are able to create a fun learning atmosphere, so students are more motivated to learn[5]. Thus, this study is important to find out how effective Kahoot is in enhancing second grade students' vocabulary mastery at SMPN 3 Kalidawir. Several previous studies have shown that the use of Kahoot can improve student learning achievement in many subjects. For example, Hamari et al. (2016) found that Kahoot not only increased students' enthusiasm for learning but also their academic achievement.[6] However, research that specifically explores the effectiveness of Kahoot in English vocabulary acquisition at the junior high school level is still minimal. This suggests the need to conduct further studies on the use of Kahoot in the context of vocabulary teaching, particularly at the secondary school level.

SMPN 3 Kalidawir is a school committed to implementing innovative and effective teaching methods. With a large student population, this school has the opportunity to utilize technology in learning activities. This study will be conducted at SMPN 3 Kalidawir to examine the effectiveness of Kahoot in improving vocabulary acquisition. This study aims to evaluate the extent of the effectiveness of Kahoot application in improving vocabulary acquisition of second grade students. The findings of this study are expected to provide insights for teachers in choosing more efficient teaching methods and have a positive impact on English teaching practices in the school. The

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[5] Kapp, K. M. (2012). *The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education*. Wiley

[6] Hamari, J., Koivisto, J., & Sarsa, H. (2016). *Does Gamification Work? A Literature Review of Empirical Studies on Gamification*. 2016 49th Hawaii International Conference on System Sciences.

theory of constructivism in learning, proposed by Piaget and Vygotsky, prioritizes the role of social interaction and real-life experiences in the learning process. The utilization of Kahoot as an interactive learning tool is in alignment with this theory, as it provides students with the opportunity to learn through play and teamwork with their peers. Therefore, this study not only focuses on the effectiveness of Kahoot, but also how this application can create a more interesting and enjoyable learning situation for students.

To achieve the purpose of this study, a quantitative approach with an experimental design will be applied. Students will be grouped into two groups: one group using Kahoot and a control group using conventional methods. Data will be obtained through vocabulary tests before and after the learning process to assess the improvement. This study is hopefully able to benefit both students and teachers in designing more efficient teaching methods. The findings of this study can also be used as a reference for future studies related to the use of technology in education.

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 Lutfiah (2023) with the titled “The effcetivenesss of Kahoot in teaching vocabulary at the eight grade of MTs Al-Hidayah Purwokerto” the result show that significant difference between experimental class before and after giving treatment, which can concluded Kahoot was effective enough in teaching vocabulary. The second previous study was conducted by Hasanah, Tahir & Thalib (2024) with entitled “The Effectiveness of Applying Kahoot app in Improving Reading Comprehension of Students in MTsN 1 Makassar” the result show that using kahoot application is helpful in improving students reading comprehension at MTsN 1 Makassar. The third previous study was conducted by Yuni Alfinah (2024) with entitled “The Effectiveness of

Using Kahoot Game Towards Students' Grammar Mastery at The Eighth Grades of MTs. Darul Falah Sumbergempol" The results of this study indicate that there is a difference in scores between the control and experimental classes so it can be concluded that the use of kahoot applications in learning to improve grammar mastery for grade eight is effective. From several previous study, previous researcher used kahoot application as learning media because it can make students more enthusiastic and learning vocabulary becomes easier. This is what make the researcher is interested in tested or proving whether the kahoot application is effective or not applied in the vocabulary learning process for second grade students at SMPN 3 Kalidawir. therefore, the researcher conducted a study entitled "The Effectiveness of using Kahoot Application on second grade students' Vocabulary Mastery at SMPN 3 Kalidawir".

B. Research Questions

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

1. Is the use of Kahoot application effective in teaching vocabulary mastery on the second grade at SMPN 3 Kalidawir?
2. Is there significant difference in vocabulary mastery between students who use the Kahoot application and those who do not at SMPN 3 Kalidawir?

C. Purposes of the Study

1. To determine the effectiveness of the Kahoot application in teaching vocabulary mastery among eighth-grade students at SMPN 3 Kalidawir.
2. To find out whether there is a significant difference in vocabulary mastery between students who use the Kahoot application and those who do not at SMPN 3 Kalidawir

D. Formulation of Hypothesis

There are two kinds of hypothesis in this study, the researcher should propose Null hypothesis (H0) and Alternative Hypothesis (Ha).

1. Null Hypothesis (H0)

   There is no significant difference in vocabulary mastery between students who use the Kahoot application and those who do not use the Kahoot application in the eighth grade at SMPN 3 Kalidawir.

2. Alternative Hypothesis (Ha)

   There is a significant difference in vocabulary mastery between students who use the Kahoot application and those who do not use the Kahoot application in the eighth grade at SMPN 3 Kalidawir.

E. Significance of the Study

The researcher hopes that this thesis helpful to:

1. Teachers

   This study proved teachers with evidence-based strategies to integrate technology into their vocabulary teaching methods. In the other words, teacher can use kahoot to highlights how Kahoot can be used to monitor student progress through instant feedback and analytics.

2. Students

   This study aims to provide students with an engaging new tool to practice vocabulary in a fun and simple way. By using the Kahoot game app, learners can enjoy practicing English words without feeling bored. The researcher hopes this interactive

approach will boost students' enthusiasm for learning vocabulary and help them reach their English language goals more effectively.

F. Scope and Limitation of the Research

To make this research more understable, the researcher will concentrate on the students' vocabulary mastery thrpugh use of the Kahoot Application. The researcher did not focus on the broad development of students vocabulary. But only focused on the students vocabulary of Nouns, Adjective, Verbs, which were based on the standard curriculum merdeka for second grade. This research will be conducted at SMPN 3 Kalidawir.

G. Definition of Key Terms

To ensure clarity and operational understanding of the research study

1. Effectiveness

   refers to how effectively a method or tool (in this case, Kahoot) meets its intended educational goals [7]. In this study, effectiveness is evaluated by comparing the vocabulary mastery of students taught with Kahoot to those taught using traditional methods.

2. Kahoot Application

   Kahoot! is a game-based learning platform designed to enhance student engagement through interactive quizzes, discussions, and surveys. Kahoot utilizes gamification elements such as a points system, leaderboards, and time limits to create

[7] Creswell, J. W., & Creswell, J. D. (2023*). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.)*

a competitive and enjoyable learning experience[8]. This platform allows teachers to create quizzes in various question formats that students can access via mobile devices or computers.

3. Vocabulary Mastery

Vocabulary mastery involves a learner's thorough understanding of words, including their meanings, forms, contextual usage, and the ability to recall them accurately [9]. It includes both receptive knowledge, which is the ability to understand words when they are heard or read, and productive knowledge, which is the ability to use words correctly in speaking and writing.

[8] Plump, C. M., & LaRosa, J. (2017*). Using Kahoot! in the Classroom to Create Engagement and Active Learning*. SAGE Open, 7(2).

[9] Nation, I.S.P. (2022). *Learning Vocabulary in Another Language (3rd ed.)*. Cambridge University Press. The most comprehensive theoretical framework for vocabulary acquisition