

# CHAPTER I

## INTRODUCTION

This chapter explains the introduction of the research study, including the background of the study, identification of the study, limitation of the study, statement of the problem, objective of research, and significance of the study.

### 1.1 Research Background

In Indonesia, English is a foreign language and has been taught to students since elementary school. Hanifia (2013), stated the Indonesian government had designated English as a foreign language to be learned by children in Indonesia from elementary school as local content up to university level, as established by Decree of the Minister of Education and Culture No. 060/U/1993 on 25th February 1993. In order to be competent in English many aspects of English have to concern the student, including vocabulary. According to Alqahtani (2015), vocabulary can be defined as a list of words with meanings or the total number of words in a language. Along with the sound, grammar, and culture, vocabulary is one of the components of a language (Wulanjani, 2016). Wulanjani (2016), claimed that vocabulary has to be integrated with four skills in English, such as listening, speaking, reading, and writing, because it has an essential role for language learners. Following that statement, Rahmadhani (2015), stated the student will difficult to master language abilities without an extensive vocabulary. Furthermore, it is an essential part of language proficiency since vocabulary determines how well learners talk, listen, read, and write.

Nowadays, English vocabulary learning in the classroom has to be suitable with the current era, twenty-first-century learning. According to Garba et al. (2015), the twenty-first century is marked by incredible advances in information technology. Based on the preliminary observation in SD Dana Punia Singaraja, teachers utilize some technology in the learning process to adapt to twenty-first-century learning. They use PowerPoint and video as the learning media to support the teacher teaching vocabulary. Nevertheless, those learning media are considered less effective for young learners because they are monotonous in vocabulary learning. In this preliminary observation, the researcher selects fourth grades students as the subject of this research. Fourth grade is assigned since a vocabulary lesson has been taught. They feel bored and unmotivated in the learning process because vocabulary is a detailed lesson. Hence, young learners require another learning media to assist their vocabulary in the classroom.

Regarding the explanation above, teacher can use game-based learning application as learning media in the classroom. According to Shamir et al. (2019), game-based Learning (GBL) is the method of incorporating elements of play derived from game theory into the educational process. It is compatible with young learners because the game is one of the elements in their learning. Fajarina (2017), stated playing games could encourage children to be more involved and engage with others. In line with this, children enjoy playing games, and they would be happy if they could play exciting games. Moreover, game-based learning gives students a sense of accomplishment and progress by providing meaningful, real-time feedback.

There are many game-based learning applications for students, such as Quizzes, Educandy, TicTacToe, Word Wall, and Kahoot. Each class has different features and functions in the classroom. However, especially in English vocabulary learning for young learners, Kahoot can be applied in the learning process. Kahoot is a game-based learning application that can develop student acquisition in the learning process (Idris et al., 2020). According to Cameron & Bizo (2019), Kahoot can be defined as an online quiz package that can assist students and lecturers in assessing learning in an entertaining, engaging, immediate, etc. It is an appropriate application for elementary students, especially fourth grades students, because Kahoot is easy to operate and not too complicated for them in the learning process. Furthermore, Kahoot has attractive features, and its feature also compatible to apply English vocabulary material.

There were seven previous studies related to the Kahoot game in the classroom. According Yürük (2019), her finding study revealed Kahoot-game created a collaborative and cooperative learning environment. In line with this point, Dellos (2013), researched ELL (English Language Learner) in South Korea to show that Kahoot-game can integrate competitive play and create a positive environment in the classroom. Chiang (2020), investigated that Kahoot can increase their motivation to learn in reading classes. Kahoot-game started as an exciting and fun learning environment that could improve students' engagement in the classroom (Plump & LaRosa, 2017). A study by Tóth et al. (2019), revealed that Kahoot-game effectively increased the efficiency of the learning process, especially in students' result examinations. Kahoot-game

positively affected students' vocabulary mastery in the simple present tense used in the descriptive text (Pratiwi et al., 2020). At the same point, Kahoot also enhanced students' present tense mastery (Idris et al., 2020).

Regarding the previous study, Kahoot impacted the student learning process in the classroom. It was manifested by the earlier study that Kahoot helped the learner improve their capability in the learning process. Many skills were obtained by integrating Kahoot based on the previous research in the classroom, such as collaborative and cooperative, learning motivation, fun learning environment, efficiency, and increasing vocabulary mastery. From those benefits of utilizing Kahoot in the learning process with the students, the researcher found similar studies related to the vocabulary for Young English learners. Nevertheless, the current research investigates the impact of Kahoot implementation on vocabulary mastery for Young English learners and student opinions toward this application.

In short, the researcher is interested in conducting a study on the implementation of Kahoot in English vocabulary for young learners. This study was conducted because Kahoot is a recommended application for young learners in English vocabulary lessons. In other word, the researcher is curious about this application because he wants to know whether it can also have a good impact or not on young learners. Furthermore, this study was also conducted to investigate the impact of Kahoot implementation in young English learners and students' opinions toward the performance of Kahoot in young English learners.



## 1.2 Problem Identification

SD Dana Punia Singaraja is a private school located in North Bali, Singaraja. This school was founded in 2017. Nowadays, it has five classes, namely grades 1-5. The learning facilities in this school are adequate because they already have various technological facilities that can encourage twenty-first-century learning. This technology has been implemented by teachers in every subject, especially English. Teachers utilize technology by creating PowerPoint, instructional videos, and music to support learning. Nevertheless, the learning media used in SD Dana Punia are still considered minimal by teachers to keep the learning process in the classroom. Therefore, teachers need new learning media to make students more attractive.

## 1.3 Limitation of the study

Based on the problem identification stated above, the study's focus is to investigate the impact Kahoot implementation has on vocabulary mastery. In addition, this study also analyzes the student's response toward Kahoot in teaching vocabulary for the 4th grade student of SD Dana Punia.

## 1.4 Research Problem

Based on the explanation on the research background above, the research question of this study can be formulated as follows:

1. Is there any effect of Kahoot implementation on vocabulary mastery to fourth-grade students of SD Dana Punia Singaraja?

2. How are students' opinions toward the implementation of Kahoot for young English learners?

### 1.5 Objective of The Study

Concerning the problems above, the purposes of this study were:

1. To investigate the impact of Kahoot implementation on vocabulary mastery to fourth-grade students of SD Dana Punia Singaraja.
2. To investigate student's opinions toward the implementation of Kahoot for young English learners

### 1.6 Significance of The Study

The significance of the study can be classified into two major, theoretical and practical.

#### a. Theoretical

The result of the study is supposed to contribute to the development of knowledge, mainly in education. Furthermore, the result will provide a reference for the teacher in teaching vocabulary for young English learners

#### b. Practical Significance

##### a). For the teacher

This study is expected to be an effective medium to enrich the teacher's knowledge in developing vocabulary mastery of young learners

b). For the students

This study is expected to give a positive impact toward vocabulary mastery of young learners

c). For other researchers

The result of the is expected to the other researcher as the reference to conduct related study to teach vocabulary in the classroom

### 1.7 Key Term

There are four definitions of key terms based on the background of the study, below:

1. Kahoot

a. Conceptual Definition

According to Yürük (2019), Kahoot is a free online game-based program that integrates conversations, surveys, and quizzes to create a more challenging, enjoyable, and engaging classroom environment. (Resmayani & Putra (2020), stated Kahoot is mainly used to provide examinations, facilitate discussion on course materials, and gather survey data. Simultaneously, it allows a teacher or a student to develop games using quizzes and other comparable data.

b. Operational Definition

Kahoot was a game-based learning application utilized by the teacher as the teaching and learning media in English vocabulary subject to the fourth-grade student at SD Dana Punia Singaraja.

## 2. Vocabulary

### a. Conceptual Definition

According to Cesarini<sup>1</sup> et al. (2021), vocabulary is a set of words used by individual language speakers or a list of terminology for a specific language. Lelawati et al. (2018), stated that the term vocabulary could refer to all words in a language or particular words or phrases used in dialects, registers, or terminology. It can also refer to a speaker's or writer's store of vocabulary items. Furthermore, vocabulary can be defined as the set of variables (or repertory) in any field of bibliographic description, as well as the range of types in a group at any level (word, area, collection, and library) in a general context (Rahmadhani, 2015)

### b. Operational Definition

Vocabulary was the dependent variable of this study. Hence, the researcher intends to conduct a study to measure young English learners' vocabulary mastery. The materials that have been taught in this study were things in the living room and things in the garden

## 3. Game-based learning

### a. Conceptual Definition

People who engage in game-based learning get the impression that they are playing computer games (Z. Y. Liu et al., 2020). The learning process is characterized by two fundamental features that are engaging and enjoyable. Games can assist learners in creating an effective learning environment that is comfortable and conducive to



higher levels of learning motivation, allowing them to use game-based learning to develop the fundamental techniques and knowledge in specific fields required in the twenty-first century learning era (Pratama & Ali, 2018). Children also believe that game-based language learning allows them to learn more quickly and have a better interest in focusing on specific learning themes when they are younger. This research used game-based language learning as the recommendation for the teachers in maintaining students' motivation and increasing students' vocabulary mastery.

b. Operational Definition

The teaching method of gamification was based on the idea that pupils learn best while having fun. Students in the fifth-grade at SD Dana Punia Singaraja in Indonesia were taught English vocabulary using game features to improve their vocabulary knowledge, motivation, collaboration, engagement, and achievement in English teaching and learning activities.

4. Young Learners

a. Conceptual Definition

Commonly, physical movement is the primary mode of instruction for young students in preschool or primary school (Jazuly & Indrayani, 2018). They learn through doing things and interacting with the environment's objects. Furthermore, Jazuly & Indrayani, (2018), also

stated that young learners' comprehension depends on what they see and hear and have the opportunity to touch and communicate with them.

b. Operational Definition

Young learners were the subject of this study. The fourth-grade student was selected as the subject because they have learned English vocabulary and can operate the Kahoot application.



