

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

The role of technology in education is very crucial, and it was helped teachers and students in the teaching and learning process Ahmed et al. (2022); Anastasiadis et al (2018); Handayani (2019); Shra'ah (2021); Siwalette and Suyoto (2021). Various learning systems and software have been created to help English language teachers in their classes. One subset of technology is educational games, which have an essential role in learning a second language. Educational games can enhance students' engagement and enthusiasm in the learning process. Thus, the educational environment must change and adapt in accordance with learners' current needs, as well as their preferred methods of learning. Therefore, in order to increase students' interest in studying, educators should try to combine traditional textbooks with educational games.

In our educational system, there is no doubt that the revolution of technology had a good impact on educators and learners to improve the quality of the learning process (Shra'ah, 2021). There are many choices that learners can make to increase their enthusiasm for learning, especially in learning a second language. For example, Kahoot is one of the technologies that the teacher can choose to help the students to have a lot of vocabulary. These games have many features for assisting students in learning new languages efficiently and also making vocabulary acquisition. Through this game, the learning process would be more interesting and active. There is no doubt that educators and learners try this game to improve the quality of the learning process. Because Kahoot did not need more time to be a good game, this game was rated as a game that is very effective for improving students' vocabulary acquisition (Sibatuara, 2021). Therefore, many teachers have been successful in implementing this game as a medium in the teaching and learning process.

We should be aware that we come to Industrial Revolution 4.0. It forces us to use machines. All human problems are helped by technology, including the difficulties students face in learning the English language. Technology is getting advanced, and it would impact students because now it has come to the classroom. In the English classroom, many teachers have implemented technology to support

the learning process, such as learning vocabulary. Teachers use Kahoot! as a medium to increase students' enthusiasm. Handayani, (2019) stated that Kahoot! Stimulates the learners to engage the students' attention, response, and practical method to introduce them to new vocabulary. There are many features that the teacher can use in learning. The teacher can create their quizzes on Kahoot, and then the teacher can share the examinations with the students. And ask the students to answer all of the questions or word games. It would automatically stimulate and make the students learn enthusiastically. Besides, there is also a music feature available on Kahoot, which would give the students some entertainment to avoid them bored with learning.

In teaching and learning a second language, vocabulary is one of the essential things that the student needs to master (Aeni et al., 2019); Setiawan & Wiedarti, 2020; Verawati et al., 2021). It would help the students to understand to receive, process, and distribute information. In reading and writing, vocabulary helped the students understand the text they were reading easily and write the ideas smoothly. Then, in listening and speaking, having sufficient vocabulary would make the students communicate with others fluently (Mansur & Fadhilawati, 2019). It was indicated that vocabulary has a big effect on the student's basic skills in English. Therefore, educators need to emphasize teaching vocabulary because it is a very important element for the learners' ability in English.

According to Juriah (2015), students would easily learn elements and language skills if they could master a lot of vocabulary. People with limited vocabulary would change their language into another language, such as using their mother tongue, first language, or even body language to deliver their ideas. Something like that should not happen to students. Verawati et al. (2021) stated that if the learners do not have a lot of vocabulary or are without extensive vocabulary, they cannot use functions and structures they may have studied communicatively and comprehensively. Therefore, the key to success in learning English is the learners can master a lot of vocabulary. The students can easily express their ideas or understand the information by mastering a lot of vocabulary.

Many schools implemented games in teaching and learning vocabulary to

improve students' memory, such as the research that was conducted by Mansur and Fadhilawati (2019); Setiawan and Wiedarti (2020); Hadijah et al. (2020); all of the previous research was found that the implementation of game-based learning had a positive response from the students and teachers. That encouraged the writer to conduct this research in another setting. This research would find out how the teaches implemented Kahoot! in the English classroom and the teacher and students' perceptions of using Kahoot! as a medium to help the students at SMA N 1 Kintamani in English classrooms, especially in learning vocabulary. Based on the pre-observation SMA N 1 Kintamani already used technology to support the learning process. The students are usually asked to search for the answer or solution to every problem they face during the learning process. The teachers also already use some game applications to increase the student's enthusiasm for learning. One of them is Kahoot! The teachers used this game because it is one interactive game and one a simple game that the teacher can use in the class. Usually, the teacher uses this game fifteen minutes before the end of the class. So, the student's attention during the learning process was full in the class. It caused all of them to want to get a big score and show their best. In the current era, using technology is very important to apply, especially in the learning process. Therefore, the researcher did this research to describe how the teachers implemented Kahoot and determine the teachers' and students' perceptions of using Kahoot! as a medium for learning English vocabulary.

This research was conducted in SMA N 1 Kintamani, because Kahoot! was one of the game-based learning that an English teacher already used to support and increase students' motivation in the learning process. Kahoot has many features that can change the atmosphere of the learning process to be more fun. The English teacher also used this technology to stimulate their students in learning. Therefore, implementing technology in SMA N 1 Kintamani, especially Kahoot, need to be described more. Thus, it is essential to describe the teachers' and students' perceptions of using Kahoot! in their English classes. Moreover, a study about the implementation of game-based learning has never been conducted at SMA N 1 Kintamani.

There are several studies about the use of technology and game-based learning that have been done by previous researchers. First is the research that was done by Ratminingsih (2018) she investigated the effect of Board Games towards the results of students' English achievement. Second, Mansur and Fadhilawati (2019) explored the effectiveness of using Kahoot! to improve students' vocabulary mastery. Third, Aeni et al. (2019) conducted quantitative research to investigate the impact of using game-based learning in improving students' vocabulary mastery. Fourth is the study conducted by Budasi et al. (2020) investigating the effect of PowerPoint games on young learners' motivation and English achievement. Fifth, Setiawan and Wiedarti (2020) they did research the effectiveness of Quizlet on students' motivation in learning vocabulary. Sixth is the research done by Hadijah et al. (2020) they investigated students' perception of using Kahoot! as a medium for vocabulary tests. Seventh is the research that was conducted by Wedhanti et al. (2021) they investigated the effectiveness of spelling bee games towards students' vocabulary mastery. Eight, Aprilani (2021) also conducted a study about students' perception of learning English through Quizlet. In this study, Aprilani focused to investigate the students' perception of learning vocabulary by using technology. Ninth, is the study that was conducted by Min et al (2022) about the effectiveness of using Kahoot! game in the teaching of vocabulary on perception and achievement of low achiever students. Last, is the study that was done by Adawiah et al (2023) they were investigated the effect of duolingo on students vocabulary mastery.

To conclude, some similar research investigated the use of Kahoot! in learning a second language. Mostly, the studies investigated the effect of using technology as a medium in teaching a second language. All of the research saw a good effect of using game-based learning as learning media to help and increase students' enthusiasm for learning English, especially in learning new vocabulary. But, until now, no research has been conducted in SMA N 1 Kintamani, which is the students' vocabulary in this school is lacking. Besides, no study describes in detail teachers' and students' perceptions of the contribution of Kahoot! in helping students' vocabulary mastery. Therefore, based on the background above, it is significant to see the teachers' and students' perceptions of using Kahoot! as a medium in English classrooms, specifically in learning vocabulary. This research



aims to describe teachers' and students' perceptions of using Kahoot games in teaching and learning.

### **1.2. Problem Identification**

Based on the preliminary observation and information from the teacher and students, there is an issue that needs to describe. In teaching and learning English, the teachers in SMA N 1 Kintamani have experienced problems when teaching English. The students find it difficult to capture the English material delivered by the teacher. It caused students' vocabulary in SMA N 1 Kintamani to be relatively low. As a solution to that problem, the teachers try to implement interesting media to enrich students' vocabulary mastery. The teacher uses several media to teach their students, and one of them is Kahoot! to increase students' enthusiasm and improve their vocabulary achievement. There are some purposes for the application of technology in the classroom, such as increasing students' motivation and attention, avoiding boredom in learning, making the learners easier to learn, and increasing students' enthusiasm during the learning process. Therefore, the researcher would analyze and describe the teachers' and students' perceptions of the use of Kahoot!

### **1.3 Scope of Study**

This research is limited to describing teachers' and students' perceptions of the use of Kahoot! Application. The subject of this study is two English teachers and twelfth-grade students in a language program. The object of this study was teachers' and students' perceptions of the implementation of Kahoot! in English classrooms.

### **1.4 Research Questions**

- 1) How do the teachers implement Kahoot! in teaching vocabulary?
- 2) What are the teachers' perceptions of using Kahoot! in English classrooms?
- 3) What are the students' perceptions of using Kahoot! in their English classroom?

### **1.5 Research Objectives**

- 1) To describe how the teachers implement Kahoot! in teaching vocabulary.

- 2) To analyze the teachers' perception of using Kahoot! in English classrooms.
- 3) To analyze the students' perception of using Kahoot! in their English classroom.

### 1.6 Significance of Study

The result of this study is expected to have several benefits for teaching and learning, as described in the following:

1. Theoretical significance

This research contained information about teachers' and students' perceptions of the utilization of educational games in learning English as a Foreign Language.

2. Practical significance

- a. For English teacher

It is hoped that this study can be useful for English teachers. This research can give reflection for English teachers to give the appropriate strategy for teaching English, especially in teaching the most crucial elements of the English language. The teacher can also learn from their students' perceptions about the implementation of Kahoot!

- b. For the students

The use of Kahoot! as the subject of the research would be more meaningful to students. So, the result of this study is expected can fulfill what students needed learning vocabulary.

- c. For the researcher

The results of this study can be used as a reference for other researchers who want to research this topic. They can use this result as guidance in their research.