

CHAPTER I

INTRODUCTION

This chapter explains about the background study, research problems, research question, the purposes, the significants, and the scope of the study. The detailed explanations will be explained as follows.

1.1 Background of Study

The development of Information and Communication Technology (ICT) has become more important and inseparable from people's lives as the people's needs and the spreading of information in 21st century era continue to grow. Education is one of the fields that integrate ICT in the learning process. According to Lubis (2018), one of the concerns within the framework of 2013 Curriculum in Indonesia, which is the current curriculum of education in Indonesia, is the integration of Information and Communication Technology (ICT) as the learning media in English as foreign language which aims to enhance students' learning autonomy and communicative development. ICT itself means all kind of technology including all electronic tools used to distribute, process, store, and exchange information in the form of application or service (Oktalia, Ngadiso, & Supriyadi, 2018). Meanwhile, ICT for education means the development of information and communication technology for learning process (Budiati, 2017).

Many teachers in Indonesia have integrated ICT in their teaching process including English teacher. Oktalia, Ngadiso, and Supriyadi (2018) explain that

ICT is a great factor to help students in improving their academic achievement in language learning process, and the students are more interested in learning when ICT is used to make interactive and innovative English learning. However, as stated by Hidayanti (2016), teachers' perception and attitude toward ICT implementation still tend to deviate the aim of the learning process because of the lack of qualifications, readiness, and resources to employ new concept or way of learning process (Lubis, 2018). Nowadays, one of the subjects that are taught using technology in the learning process is English vocabulary (Budiati, 2017).

Vocabulary itself is the total number of words and/or a list of words and its meaning (Hornby, 1995 in Alqahtani (2015)). It is an important part in learning new language because by learning more about the list of words and its meaning then the better it is a person can learn about the language. Alqahtani (2015) expresses that one of the important aspects to learn foreign language is vocabulary for it will be impossible to speak up without knowing and understanding a variety of words. It means gaining knowledge about vocabulary will help students in learning new language. As stated by Alqahtani (2015), a limited knowledge of vocabulary of a foreign language impedes successful communication, so vocabulary knowledge is a critical tool for foreign language learners and thus the mastery of it is essential especially in the era where English has become a global language and technology becomes more advanced including for teaching. According to Kilickaya and Krajka (2018), some things that can help teachers to teach new language are games and technology which work better for teaching English vocabulary. Moreover,

Jusoh (2018) agrees that games are highly motivating for the students since they are amusing as well as challenging. By motivating the students to learn using interesting way, there is a high chance to motivate them to learn independently. Kahoot is one of the platforms that are suitable to teach English vocabulary because it was designed using game-based elements.

Kahoot is a unique game platform which can motivate the students and also give them many benefits. It is a learning tool that has competitive element which can challenge the students to achieve better grade (Korkealehto & Siklander, 2018). It also can provide instantaneous feedback which stimulates students' intrinsic motivation by integrating the learning process with games elements and technology (Iaremenko, 2017). It is one of the platforms that can enhance students' vocabulary (Korkealehto & Siklander, 2018). Furthermore, they found that Kahoot can be accessed from computer, laptop, smartphone, tablet, and devices which system is android or IOS. There are some researches regarding the use of Kahoot in increasing students' knowledge about vocabulary. One of them proves that Kahoot can increase students' vocabulary acquisition as well as their engagement and interaction (Medina & Hurtado, 2017). It does not only enhance normal students' vocabulary acquisition but also for students with disabilities and other health impairments by using independent review and whole class active students' response strategy (Ciaramella, 2017). Kahoot also creates meaningful environment for the students while learning through games elements (Jusoh, 2018). It is further proved able to effectively increase students' vocabulary acquisition through whole class active students' response strategy (Saluke, 2018). Beside these

findings, Kahoot can also increase students' engagement, motivation, and learning experiences in which it enhances all subject areas, such as grammar, vocabulary, reading, writing, etc. (Iaremenko, 2017). However, most of these researches investigate about the effect of Kahoot towards students' vocabulary acquisition, especially for elementary students and college students. There are only few researches investigating the effect of using Kahoot to enhance the students' vocabulary mastery, especially in Indonesia. One of the studies in Indonesia which study is related to the use of Kahoot to enhance students' vocabulary mastery happened in Tangerang and proposed by Al-Manar (2019) who used Kahoot to review students' vocabulary mastery. Therefore, this study aimed to investigate this problem in Indonesia, especially for senior high school students.

Based on preliminary observation and interview with the English teachers in SMA N 1 Blahbatuh, this school was chosen as the place to conduct this research. The reason was because this school was a school which has begun to incorporate technology in the learning process since the curriculum 2013 has applied, and has been using online test in the examination since academic year of 2018/2019. However, some of the students showed lack of motivation in learning English subject because some of the teachers preferred to use the same media to teach them over and over again, for example whiteboard, slideshows, and videos. They felt bored learning using the same sources. Their lack of motivation made them reluctant to learn more about English, and indirectly influenced their vocabulary mastery. Moreover, most of the students in this school thought learning English as a foreign language was a difficult thing to

do. Thus, the English teachers tried to incorporate technology in their learning process to make it more enjoyable for the students. Unfortunately, the teachers still lacked the information and resources of good and fun application or platform for teaching English and for online test. Moreover, some of them did not know what Kahoot platform was for because they never saw or heard people use it. So, the introduction of Kahoot as a learning media to support English teacher in teaching process was really appreciated.

This study was proposed to investigate whether there was a significant difference between the use of Kahoot as learning media and conventional learning media on tenth grade students' vocabulary mastery in SMA Negeri 1 Blahbatuh. It was also as a way to introduce new platform and learning media to learn English in this school. From the theories and researches stated before, there was a high chance that this strategy would bring positive atmosphere and a significant difference towards students' English vocabulary mastery. This proposed research would justify the theory of the use of Kahoot as learning media can affect the tenth grade students' vocabulary mastery.

1.2 Identification of Problem

There was little attention on the use of Kahoot in the classroom to enhance students' vocabulary mastery. The literature has focused more on using Kahoot to increase students' vocabulary acquisition. There were seven empirical studies stated in this study which related with using Kahoot to increase students' vocabulary acquisition and one about vocabulary mastery. For example, Kahoot can increase students' vocabulary acquisition as well as

their engagement and interaction (Medina & Hurtado, 2017), and also increase students' engagement, motivation, and learning experiences in which it enhances all subject areas, such as grammar, vocabulary, reading, writing, etc. (Iaremenko, 2017). Saluke (2018) also find out about students' vocabulary acquisition through whole class active students' response strategy using Kahoot. On the other hand, Al-Manar (2019) used Kahoot to review students' vocabulary mastery. There were few studies about using Kahoot to enhance students' vocabulary mastery, so this study was conducted.

1.3 Research Question

The main problem in this study is:

Is there any a significant difference between the use of Kahoot as learning media and conventional learning media on tenth grade students' vocabulary mastery in SMA Negeri 1 Blahbatuh?

1.4 Research Purpose

The purpose of this research was to investigate whether there was a significant difference between the use of Kahoot as learning media and conventional learning media on tenth grade students' vocabulary mastery in SMA Negeri 1 Blahbatuh.

1.5 Research Significances

- a. For students : Learning vocabulary using Kahoot can be a feedback about tool or media that can support them in enhancing their vocabulary mastery.
- b. For teacher : This study can be a reference in designing Kahoot as learning media in the classroom especially to enhance students' vocabulary mastery.
- c. For researchers : This study can be a reference in conducting other related studies.

1.6 Research Scope

The scope of this research was to investigate the effect of the use of Kahoot as learning media on students' English vocabulary mastery during the learning process in the classroom, especially for tenth grade students in SMA N 1 Blahbatuh. It involved 2 classes of the tenth grade students, namely X MIPA 5 and X MIPA 6 which consisted of 36 students for each class. To be able to compare the collected data, X MIPA 6 as the experimental group learned vocabulary using Kahoot and X MIPA 5 as the control group learned vocabulary through conventional learning media.