CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English as a second or foreign language needs variation and creativity of the teacher to make the class more enjoyable and relaxed that makes students more eager and interested in joining the class.[1] Students tend to be easily bored, and sleepy if they only listen and write. Furthermore, some students do not understand the subject matter explained because of background knowledge. Therefore, the teachers are required to be creative in using all kinds of learning sources and their competencies to distribute the knowledge as well as enhancing the students' motivation.

Teaching methods and learning strategies have been developed to maintain the students' motivation and self-confidence to improve students' English ability. Many factors can influence this, one of which is the limitation of vocabulary. Using games is a contemporary popular in second and foreign language learning.[2]

Vocabulary plays an important role in mastering a language because it is one of the language components. Harmer illustrated it as vital organs of

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[1] Budiati, "ICT (Information and Communication Technology) Use: Kahoot Program for English Student' Learning Booster", *The 1st Education and Language International Conference Proceedings Center for International Language Development of Unissula,* Vol. 1, No. 1, (May, 2017), 178.

[2] Budiati, "ICT (Information and Communication Technology) Use: Kahoot Program for English Student' Learning Booster", 178.

a language while language structure is just a skeleton of a language.[3] To be able to listen, speak, read, and write effectively one must know the name of words which is vocabulary. As long as, the students do not master the vocabulary students will have difficulty understanding English lessons because they do not understand the meaning of the words they read and hear.

Games are a more natural way to learn than traditional classrooms.[4] Using the game students can learn by playing, and that is a fun thing. Students can express themselves without force, everything goes natural. Students need variation to increase their motivation. Games are one such thing to increase motivation.[5] However, in designing the games for the language classroom, the teacher must regard the need, level of difficulty and the age of the learners.

The online game Kahoot satisfies all of these practices. It serves as a formative assessment review, it is repetitive in a sense that it can be repeatedly played over and over, and it serves as a virtual word wall as the vocabulary terms can be prominently displayed on the smartboard.[6] The online game Kahoot has the potential to serve as an interactive technology-

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[3] Jeremy Harmer, *The Practice of English Language Teaching: Third Edition Completely Revised and Update* (Cambridge: Longman, 1991), 153.

[4] Clark Aldrich, *Learning online with games, simulation, and virtual word: strategies for Online Instruction* (San Francisco: Jossey-Bass, 2009), 6.

[5] Budiati, "ICT (Information and Communication Technology) Use: Kahoot Program for English Student' Learning Booster", 178.

[6] Ryan Dellos, "Kahoot! A digital Game Resource for Learning", *International Journal of Instructional Technology and Distance Learning*, Vol. 12, No. 4, (April, 2015), 49.

based instructional tool that may increase student retention of science vocabulary terms. Kahoot allows educators to create surveys and game-based quizzes that they can join using a PIN.[7] The students select answer choices on a personal device such as a Chromebook, laptop, or smartphone that coincide with questions that are displayed on the smartboard. Students can play the games without needing an account username, and create a nickname that will be displayed during the game. Furthermore, Kahoot quiz game questions may include multimedia visuals such as pictures and videos to further engage students and students get to earn points for answering questions correctly and quickly.

Firstly, before determining kahoot as the focus of research. The researcher went to MTsN Model 1 Pandeglang to share with an English teacher there. This school is also recommendation from the adviser. The teacher there tells the teaching and learning process. In this school using kahoot to learn vocabulary. Especially to face the preparation of the UN. At the time teacher applies memorization of some vocabulary before the English lesson begin. The problem happened when the teacher asked learners to present their announcement assignment in front of the class, the more they memorized the announcement well, then the higher score that they got. Some of the learners did not memorize it well and there are five learners only presented in a few sentences. Meanwhile, some of them asked

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[7] Kyoko Johns, "Engaging and Assessing Students with Technology: A Review of Kahoot!", *Delta Kappa Gamma Bulletin*, Vol. 81, No. 4, (December, 2015), *81 - 89*.

their friends to help them by showing gestures. After all the learners finished presenting the announcement, the teacher asked randomly to some learners the translation of the words that existed in their announcement task. Unfortunately, some of the learners could not answer it. The learners might have memorized it, but if they did not know the meaning of the words, it was meaningless. It happened because the teaching and learning process did not conduct in a meaningful way. This condition forces teachers to be creative in term of how to encourage students to try, at leats, among students themselves to use English in and outside classroom.[8]

Secondly, the researcher chose Ninth-grade students in MTsN Model 1 Pandeglang as the participants of the research because not all classes learn to use kahoot. The school rules must be issued by students to bring cellphones to school. Before learning kahoot the previous week the teacher allowed the principal and asked students to bring their cellphones next week. The teacher must have make sure the students cannot open their cellphones before continuing to study English. Class IX learning vocabulary using kahoot. And not all grade IX learns to use kahoot. Only classes taught by Mr. Ndien (English Teacher at MTsN Model 1 Pandeglang). This is used to prepare them for national exams. The teacher also said that no one had researched the school's cultivation.

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[8] Yayu Heryatun, "Trigerring Students' Vocabulary Mastery Through Negotiating Authentic Materials", *Loquen: English Studies Journal*, Vol. 3, No. 2, (July-December, 2010), 31.

Based on the above, the researcher wants to know whether there is a significant effect on the learner's vocabulary retention or not, if they learn vocabulary through the Kahoot Games Application. The researcher chose the study by the title An Analysis of Application of Kahoot Games in Teaching English.

B. Identification of Problems

The identification of problem are :

1) Students is difficult to remember the vocabulary.

2) The students have limited vocabulary knowledge.

3) The students is hard to retain and recall the vocabulary.

C. Limitation of Problems

Based on the background and identification of the problem, the researcher limits this study to analyze the effect of using kahoot games application to enhance students' vocabulary retention. Moreover, the researcher intends to know students' satisfied in using kahoot games application to enhance vocabulary retention at the Ninth Grade of MTsN Model 1 Pandeglang in Academic Year 2019/2020.

D. Research Questions

Research questions for this study are as follows:

1) How does playing Kahoot enhance vocabulary retention of students?

2) How does playing Kahoot increase the focus and attention of students' vocabulary retention?

3) How are students satisfied with the use of Kahoot ?

E. Objectives of the Study

Based on the formulation of the problem above, the objective of this research will analyze the effect of using kahoot games application on learners' vocabulary retention.

F. Significant of the Study

1) Teachers

The result of this study is expected to be able to help teachers to understand the effectiveness of using kahoot games application in teaching English, especially to enhance students' vocabulary retention.

2) Students

The result of this study is expected to be able to help the students to enhance their vocabulary retention, to improve their achievement in English lesson, especially using kahoot games application.

3) Researcher

The researcher can use this research paper to be their learning resource later and to gain knowledge from it.

G. Previous Study

1. *The effects of the Online Game Kahoot on science vocabulary acquisition*, by Joseph Pede, *Rowan University,* May 10 2017.

   The purpose of this study was to investigate the effect of the online game Kahoot on science vocabulary acquisition of students with learning disabilities in a middle school inclusion physical science classroom. Specifically, this study investigated (a) student science vocabulary acquisition, (b) student focus and on task behavior, and (c) student satisfaction using the online game Kahoot. Vocabulary acquisition was measured in terms of weekly vocabulary assessments.

2. *The Effect of Using the Four Square Strategy to Enhance Students' Vocabulary Retention*, by Ismi Narulita Firda, University of Islamic State Syarif Hidayatullah Jakarta, Oktober 01 2018.

   The objective of this research was to get empirical evidence of the effect of using The Four Square Strategy on students' Vocabulary Retention at the tenth grade of SMAN 5 Kota Tangerang Selatan. The sample of this study were 40 students, which were 20 students as experiment class and 20 students as controlled class. The method used in this research was a quantitative method. The design used was a quasi-

experimental study and the instrument of this research was test that consisted of pre-test and post-test form.

3. *Investigating Students' Anxiety in Listening Comprehension,* by Ratu Intan Patinti, State Islamic University Sultan Maulana Hasanuddin Banten, May 20 2019.

This research investigates the students' anxietyin listening comprehension, it is not only aimed to find out the students' sources of anxiety during participating listening activities, such as listening lesson or listening test, but also aimed to find out the students' own solution to reduce their anxiety in listening. The respondents of this research are students of second semester of English Education department of State Islamic University SMH Banten. The method used in this research is qualitative. Two instruments are used in this research, open-ended questionnaire used to find out the students' sources of anxiety during participating listening activities and personal interview used to find out students own solutions to reduce their anxiety. From the findings, there are many factors that make the students feel anxious in listening, the sources of their anxiety are not only come from themselves, but also out of themselves such, from lecture, speaker and environment.

4. *Vocabulary Retention of Third Grade Students from Low-Income Homes Following Second Grade Vocabulary Instruction,* by Arlyn Zeller, The Ohio State University, June 2011.

This Research have investigated how vocabulary knowledge is gained through various opportunities for learning. These learning opportunities can be broken down into two main categories: implicit instruction and explicit instruction. Implicit instruction is when a child picks up the meaning of a word without the adult directly teaching it. For example, it would be considered implicit instruction if a child infers the definition of a word using contextual clues during silent reading or from listening to the teacher speak. Explicit instruction is when a teacher or adult purposely defines a word for a child.

5. *The Effect Of Pictionary Game On Students' Vocabulary Retention,* by Yuni Triandini, University of Islamic State Syarif Hidayatullah Jakarta, 2017.

This research was aimed to get the empirical evidence of the effectiveness of Pictionary Game on students' vocabulary retention. The method that was used was a quantitative method. The design of this research was quasi-experimental. This research was conducted in MTsN 1 Kota Tangerang Selatan. The number of the sample of the research was 50 students of Ninth grade. The instrument of this research was tests. The tests were divided into two, there were pre-test and posttest. The data that were obtained from the tests were analyzed by using SPSS 20 program.

H. Organization of the Paper

This paper is Systimatically devided into five chapter. The following is about what each contain.

Chapter I : Introduction. This chapter consists of background of the study, identification of the problem, limitation of the problem, research questions, objectives of the study, significant of the study, previous research, and organization of the paper.

Chapter II : Theoretical Review. This chapter consists of definition of vocabulary, types of vocabulary, difficulties in teaching vocabulary, vocabulary learning retention, technology in teaching vocabulary, definition of kahoot, step of using kahoot games, adventages of kahoot games, and disadvantages of kahoot games.

Chapter III : Methodology of Research. This chapter consists of research method, place and time of research, respondent, data collection, data procedures, data analysis, and data validation.

Chapter IV is the result of the research. This chapter consists of data description, analysis of observation, analysis of questionnaire, analysis of interview and data interpretation.

Chapter V is closing. It consists of conclusions and suggestions.