

CHAPTER I INTRODUCTION

A. Background of the Research

Gaining expertise in a foreign language is really important. The need of gaining proficiency in multiple languages has been emphasized since the time of the Prophet Muhammad. As per the hadith of Imam Ahmad, Abu Dawud, and At-Turmuzi, Zaid bin Tsabit received a directive from the Prophet to learn the Hebrew language with the specific intention of composing a letter. Zaid bin Tsabit became very skilled in the Jewish language in a minimum of six weeks. The Prophet's personal assistant recounted, "After mastering the task, I was entrusted by the Prophet to draft a letter on behalf of the Jewish people." "In the event that they were to dispatch a written correspondence to the Prophet, I would orally deliver its contents to him." In addition, as per another hadith, the Prophet Muhammad directed Zaid bin Thabit to actively engage in the learning of the Syriac language. According to the hadith, it is essential and obligatory for Muslims to become skilled in a foreign language, specifically English, due to the widespread use of other languages in today's global society. Hakim (2017).

English is the predominant language for global communication and holds significant influence as the most prominent language worldwide. Individuals worldwide utilize

it as a means of communication with individuals from diverse nations. Consequently, Students who acquire English as a second language will gain a greater amount of knowledge. Furthermore, students must acquire proficiency in the English language, encompassing the four essential language competencies: listening, speaking, reading, and writing. However, when acquiring proficiency in English, students must come across several facets. One aspect that is tough for learners at all levels is the acquisition of vocabulary. As stated by Wang (2021), vocabulary is essential for conveying meaning and for utilizing both receptive (listening and reading) and productive (speaking and writing) abilities. Wang (2021) posits that while language structures provide the framework of a language, vocabulary plays a crucial role as the essential organs and tissues. Mastering vocabulary terms is essential for language acquisition. This exemplifies the paramount importance of vocabulary in the process of acquiring a language.

In reality, the most prevalent barrier to vocabulary mastering is a restricted number of terms learned. Students also struggle to understand the meanings of these words. Many of the words that students are expected to learn in English class are foreign to them due to their many meanings (Carrier, 2012). Students continue to utilize their own language while asking and answering teacher inquiries. As a result, teachers

must create innovative approaches to teach and broaden students' interest to study English.

Teaching vocabulary is an important duty that a teacher must complete in order to help students acquire English vocabulary. Teachers should consider ways to improve their students' abilities to master English vocabulary for their own objectives. At the same time, teaching English as a foreign language presents various challenges for Indonesian students. There are various major concerns when a student learns English, one of which is the difficulties experienced by students when expanding vocabulary, thus it requires more teacher attention to make the vocabulary transfer process easier to grasp and more enjoyable to learn.

In this study, the researcher focusses primarily on two issues: the lack of vocabulary among students and their difficulties comprehending and recalling English terminology that they encounter in everyday situations. That is what the researcher witnessed when conducting observations to junior high school students at SMPN 20 Bengkulu city. The study discovered that the students had limited knowledge of English vocabulary and continued to struggle with recalling terms that were taught to them in class.

Based on observations made at SMPN 20 Bengkulu City in October 2023, the researcher discovered a variety of challenges that students faced when learning English, and the

causes were related to the appearance of the vocabulary learning given that was less attractive. Even when they have studied vocabulary, students still receive low response grades. There was a lack of enthusiasm among students to learn, and their vocabulary in English was limited. It is imperative that changes be made to the low levels of student motivation and awareness of the significance of vocabulary mastering. Based on the aforementioned description, the researcher infers that in order to address this issue, vocabulary instruction must use the proper strategy, techniques, or media. Among them is through media use. One of the key elements that must be used in the teaching and learning process in order to achieve the educational goal is media. Efrizal, (2018). Revola & Susanti (2023) assert, however, that media is a tool that teachers can utilise to enhance student learning.

Teachers' only resource for helping students become more proficient with vocabulary in English is Kahoot is one of these online games! It's an educational platform that uses games. The only differences between Kahoot! and earlier clicker technology are that it is easy to use and can be learnt for free. Kahoot! Accessing the application on a PC or smartphone is quite simple. Among these, a well-liked game-based classroom response system is Kahoot! (Fies and Marshall, 2006). Schools and other educational institutions typically use it as a teaching tool by administering many tests.

This is a multiple-choice test that can be played online or using the Kahoot! app. Players can compete with one another. Formative assessments can also be used to review the knowledge of the students. A clever website called Kahoot! allows students to use their smartphones as response systems. Additionally, you may utilise this program to facilitate remote learning and maintain connections with students even when they are not present in the classroom. With the help of this program, you may engage your pupils and develop a group of engaged learners that are ready to learn and grow (Thomas, 2014). As a result, it might be a solution for English teachers.

Based on multiple prior studies that the author compiled, the researchers demonstrated that Kahoot! might enhance students' English language learning capabilities. The researcher looked over a number of earlier studies on Kahoot! utilisation. First, a study carried out in the past by Ewa Zarzycka-Piskorz (2016) discovered important results about the efficacy of grammar learning, specifically that it was scored extremely highly (90%). This demonstrates that students appear receptive and excited about learning using online games, despite the fact that the subject matter may be challenging. A different study by Saovapa Wichadee (2017) on Kahoot! use found a statistically significant difference of 0.05 in terms of motivation and learning performance. Furthermore, the survey findings indicate that students see

digital apps and game-based language learning favourably. Studies indicate that Kahoot! can improve students' vocabulary knowledge and enthusiasm for learning English. Because this might be a way for educators to incorporate vocabulary instruction into their language classes.

Furthermore, digital games can be a powerful tool for encouraging students to get more excited, get better, and assess their learning (Kim, 2015; Simes, Diaz Redondo, and Fernández Vilas, 2013). In addition, research was done on how students felt about using digital games in the classroom in order to ascertain the connection between learning outcomes and using Kahoot! Put differently, the purpose of this study is to investigate how students feel about using Kahoot! for vocabulary instruction and learning.

Based on the foregoing, researchers attempted to address the issue of insufficient English vocabulary addition by administering research exams using Kahoot to increase students' vocabulary skills. The researcher will do some research to investigate if Kahoot Media can influence students' vocabulary mastery.

B. Identifications of the Problems

Based on the background above, we can identify existing problems through research as follows:

1. Students have limited English vocabulary.
2. Students have low motivation when learning English.

3. Students have learned vocabulary, but they still get low scores in answering.

C. Limitation of the Research

This research focuses to see the effect of Kahoot! in students vocabulary score, especially between class that use Kahoot! and those who do not use it at Seventh grade of SMPN 20 Bengkulu.

D. Research Question

The research question was formulated as follows: “Is there any significant Effect of Kahoot game on Students vocabulary mastery in English Class at Seventh Grade Students of SMPN 20 Bengkulu City?”

E. Research Objective

The research aimed to determine whether the utilization of the Kahoot game has a substantial impact on students' proficiency in vocabulary at SMPN 20 Bengkulu.

F. Significant of the Research

Vocabulary is extremely crucial in English learning for students' lives, as is the ability to communicate effectively. This issue necessitates students practicing skills that will assist them in expanding their vocabulary. Knowing their vocabulary understanding, they are expected to successfully master their vocabulary. Therefore, this study will be useful:

1. For teachers, Hopefully, the results of this research can help institutions and their practices in foreign language teaching, especially in teaching vocabulary skills to students.
2. For students, The research is intended to provide valuable information to encourage students to learn and develop their vocabulary in English.
3. For next researcher, The writer hopes that this research can be helpful for any other writers who relate to the same topic.

G. Definition of Key Terms

In order to streamline the process of generating and implementing research, as well as to reduce confusion and misinterpretation of terminology, the researcher offers the following definition.:

1. Vocabulary mastery refers to the comprehensive knowledge and usage of words within a certain language that an individual possesses. Mastery of vocabulary entails the ability of students to understand and utilize words effectively. Students possess the ability to not only identify the words, but also comprehend their significance.
2. Kahoot is a game-based learning platform that is used in the classroom to teach pupils. Brand and Brooker (2018) define this as a response tool for organising, quizzing, promoting debates, and collecting survey data. So, Kahoot can be defined as a learning game played in class with students.