

## **CHAPTER II LITERATURE REVIEW**

### **A. Theoretical Reviews**

#### **1. Definition of Vocabulary Mastery**

Vocabulary is one of the linguistic skills that should be learnt. Mastering all language abilities, such as speaking, reading, listening, and writing, requires a strong vocabulary foundation. Mastery can be defined as a high level of expertise or knowledge about something. Cameron (2001) defines "knowing" a word as the ability to recognise its meaning upon seeing it. This means that when acquiring vocabulary, students must understand and be able to utilise it in sentence context. According to Hasan (2018), vocabulary aptitude is one of the linguistic traits that influence communication. Furthermore, according to Wilsana et al. (2015), vocabulary is one of the fundamental needs for student achievement when learning English. Without vocabulary, we are unable to talk, read, listen, or write. Therefore, it is important for us to know exactly what vocabulary is.

The phrase mastery does not refer to simply understanding the meaning of specific terms. Mastering language is essential for being able to express ourselves and understand what others say. Alqahtani (2015) defines vocabulary mastery as a high level of proficiency in

processing a language's words. As it is the individual's achievement and possession, the individual bears the most responsibility for expanding knowledge. Expanding vocabulary knowledge necessitates motivation and interest in a language's words. Students will struggle to use English if they lack a proportional vocabulary.

According to the definitions supplied above, the researcher believes that vocabulary mastering is an important part of studying English as a foreign language in school. When it comes to acquire the four language talents of hearing, speaking, reading, and writing, vocabulary is one of the most critical components to acquire. Vocabulary mastery relates to students' ability to understand and use words. Students understand not only the words, but also their meanings.

## **2. Kind of Vocabulary**

A vocabulary is a type of language that is crucial in developing language abilities. Thornbury (2002:3) also discusses several vocabulary classes, which are as follows:

### **a. Words Classes**

Word classes are commonly known as components of speech. The components of language that categorize words based on their syntactic and semantic functions are known as parts of speech.

These include nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions.

1). Noun

Nouns are essential elements of communication. Commonly employed as the subject or object. The structure is based on verbs and is used for constructing sentences. It can be the name of a person, place, item or idea. Examples of noun: Ani, table, elephant, etc.

2). Verb

A verb is a linguistic unit that conveys an activity or contributes to the formation of a declarative sentence. It is commonly employed as the predicate in a sentence. Examples of verb: Cici eats bread; Nana like cat.

3). Adjective

Adjective is words that qualify nouns or pronouns. Examples of adjectives include: old, smart, lazy, new, and so on. For example, he is a bright student, yet my sister is a lazy lad.

4). Adverb

Adverbs are words that modify the meaning of a verb, adjective, or another adverb. Example: Mrs. Dina is instructing within the confines of the classroom.

### 5). Pronoun

Pronoun is proper word. It is used to substitute person, item, animal, ect. It may be observed from the table below: Personal pronoun is to substitute word of person. It is used as normative (subject), accusative (object), possessive adjective and possessive pronoun. Examples: My name is Dian; she is Doctor, Her baby is beautiful.

### 6). Preposition

A preposition is a word that is typically used before a noun or pronoun to describe location, position, manner, or time. Example: among, on, in, at, beneath, behind, notwithstanding, etc

### 7). Conjunction

A conjunction is a word that connects one word to another, or one phrase to another. For example, my dad like apples and bananas. I would want to purchase a cake, but I am short on cash

## **B. Media in Teaching English**

### **1. The definition of Kahoot game**

Brand and Brooker (2018) identified Kahoot as a prominent game-based learning platform that is user-friendly for both educators and learners. Johan Brand,

Jamie Brooker, and Morten Versvik collaborated with the Norwegian University of Technology and Science to develop this concept. Kahoot is a game-based learning platform that falls under the genre of digital learning media.

The Kahoot application is an educational tool that employs game-based learning and may be utilized by students either in a classroom setting or at home. It can be characterized as a student response system. The Kahoot app enables users to create multiple-choice questions in a debate format that can be participated in by all student. Kahoot is an interactive educational tool that allows teachers to engage students in real-time classroom activities through game-based responses. In other words, it is a technological instrument that facilitates the administration of quizzes, chats, and surveys. The screen displays multiple choice questions. Students will respond to inquiries using their smartphone, tablet, or computer.

Chen et al. (2017) state that Kahoot was created with the intention of promoting high levels of student engagement and involvement, as well as providing students with the opportunity to defend their own preferred options. Ciaramella (2017) states that Kahoot is highly effective in assisting students with learning and other health difficulties who struggle with the acquisition

and retention of language. In their study, Mansur and Fadhilawati (2019) discovered that the utilization of the Kahoot software may effectively improve students' English vocabulary. This game-based application not only motivates students but also makes the process of learning English vocabulary enjoyable. Almanar (2019) states that Kahoot provides optimal methods for evaluating students' vocabulary proficiency. An example of this is demonstrated by the Kahoot application, which promptly presents students' outcomes and mistakes in Excel immediately after the completion of the quiz. Kahoot enables students to view their real-time progress. Additionally, this feature allows students to monitor their daily progress.

Based on the explanations provided by the experts above, Kahoot can serve as an alternative approach to enhance class involvement and promote active learning.

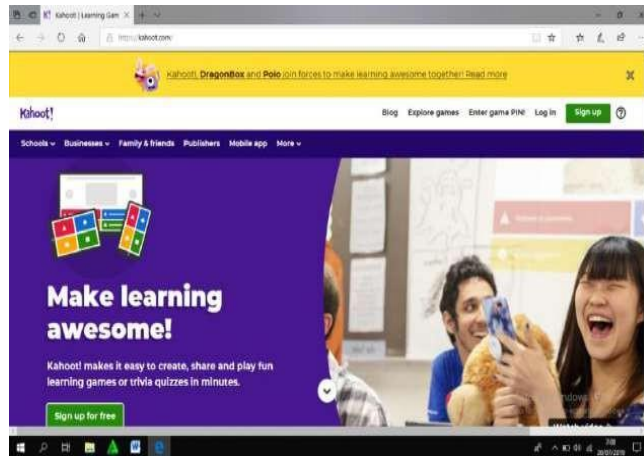
Ismail and Mohammad (2017) outline the benefits associated with the implementation of the Kahoot game: Kahoot has user-friendly accessibility, is accessible to everybody at no cost, provides several formats for Kahoot activities, has a simple account registration process, allows students to effortlessly join Kahoot sessions, is compatible with smartphones, tablets, and desktop

computers, and allows for customization of reaction time for each question.

Dellos (2015) states that Kahoot allows educators to create customized digital tests that students may conveniently access via their mobile devices, tablets, or computers. Teachers have the ability to create quizzes or platforms that align with the material they are teaching, and subsequently provide the link to their students. Students have the option to utilize their cellphones or other appropriate devices to access the platform.

The Kahoot function allows you to gain points through intriguing voting effects and inspiring music. This Kahoot feature can boost student participation and make learning more engaging and entertaining. Researchers also believe that audio and music Kahoot have a significant impact on users' learning experiences by encouraging engagement.

## 2. The Kahoot! Game in Teaching Vocabulary



**Figure 2.1 Kahoot Website**

Heni et al. (2019) demonstrate that teachers must acknowledge the imminent integration of game-based technology in language classes, which has the potential to enhance excitement in learning activities. Kahoot is an excellent method for instructing vocabulary. Capular (2015) ranks Kahoot as one of the top 100 emerging online classroom applications. Kahoot holds the 36th position in the ranking of the most prominent applications for classroom teaching and evaluation. This demonstrates that Kahoot has the potential to be an excellent instrument for enhancing vocabulary acquisition. Kahoot is a recently developed online tool, hence there is a scarcity of study on its influence in the classroom. There is insufficient data to support the effectiveness of this strategy in teaching content vocabulary.

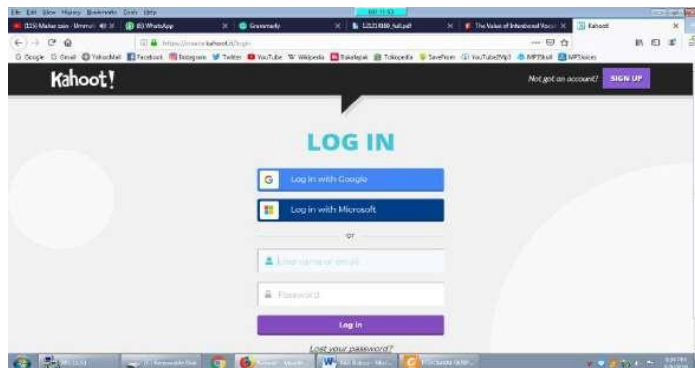


Yip and Kwan (2006) found that incorporating video games into classroom instruction can enhance student engagement compared to standard teaching methods. Based on an extensive examination of expert opinions, Uberman (1998) determined that play has a beneficial impact on vocabulary education. Uberman's pedagogical acumen has revealed that pupils derive pleasure from acquiring knowledge through the medium of games. Integrating media in the teaching and learning process enhances students' language learning skills, specifically in vocabulary acquisition.

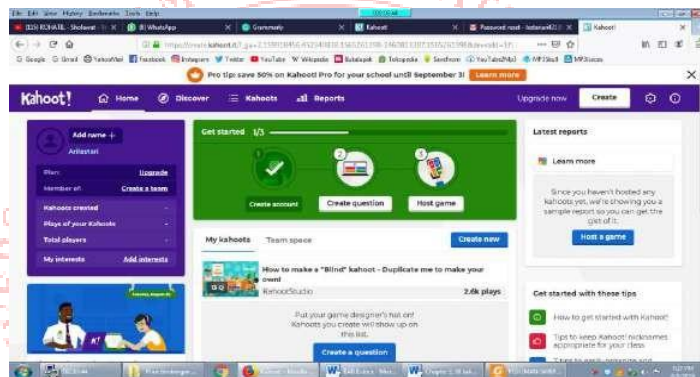
According to Yip and Kwan (2006), a total of 100 students took part in the study, which involved a vocabulary education game that was accessed through the internet. Following the utilization of the website for vocabulary study, which included games, the experimental group demonstrated superior performance compared to the control group on the vocabulary post-test. Pede (2017) found that engaging in Kahoot twice a week enhances students' vocabulary exam results, as well as their focus and work performance. Consequently, the Kahoot app has the potential to serve as an interactive technology-driven educational tool that enhances students' retention of scientific vocabulary.

Students' vocabulary will be assessed and evaluated using Kahoot quizzes, leading to improved vocabulary on a daily basis. According to Chall and Jacobs (2003), students' academic success is strongly linked to their word knowledge. This is because students with a broad vocabulary are able to comprehend new ideas and concepts more rapidly compared to those with a restricted vocabulary. This implies that having a more extensive vocabulary enhances students' likelihood of comprehending and proficiently controlling the language. Kahoot is utilized to assess students' proficiency in language.

Kyoko (2015) states that Kahoot enables educators to generate game-based surveys and quizzes that students may participate in by using a pin number. Students select response alternatives using personal devices such as cellphones, laptops, and tablets that correspond to the questions shown on their smartphones. Students can engage in gameplay without the need to provide their account credentials or create an alias that will be visible during the game. The upcoming activity is the Kahoot quiz. In order to enhance student involvement, inquiries might be presented in the format of visual multimedia, such as pictures and videos, and students can accumulate points for accurately and promptly responding to them.



**Figure 2.2 Logging in Kahoot**



**Figure 2.3 Kahoot Features**

The implementation of the Kahoot application in teaching English vocabulary involves numerous procedures, which are grouped into several parts. To begin, teachers must log in to the Kahoot program in order to develop content for use with the platform. Clicking on the features allows teachers to write questions and host games. After designing the content, teachers can share it with students via code.

According to the Kahoot Team (2016), below are some procedures for the Kahoot application:

- a) Access [www.kahoot.com](http://www.kahoot.com) both for teacher and students
- b) On the teacher's device, click 'Sign in'.
- c) Once the teacher has access to the teacher account, select the role to play.
- d) Click on the game title and select 'Play'.
- e) Choose between player vs. player or device 1:1.
- f) Choose "Team Shared Device vs. Team" based on the student's device availability.
- g) Click, "Player vs Player 1:1 Devices" then from teachers device will display the game PIN for students' access
- h) student must access Kahoot and enter their game PIN.
- i) Enter the "Nickname" and click "Ok, go."
- j) Teacher's gadget displays the student's and other players' names who have registered the PIN.
- k) From the teacher's device, click 'Start' to take the quiz, and then the teacher displays the questions one by one.
- l) Each question has a time span of around 15 seconds for discussion of the correct choice.

- m) Students respond to questions by swiftly selecting the correct option (A, B, C, or D) on the screen..
- n) After students submit their selections, a quiz will be administered to see which charts provide the fastest and most accurate answers.
- o) At the end of the quiz, the winner will be determined based on the highest score received by the students.

### **3. The advantages and disadvantages of the Kahoot game**

#### **a. The advantages of Kahoot Game**

Heni et al. (2019) outline multiple benefits associated with the utilization of Kahoot: An online game that is accessible without the need for downloading. It features a user-friendly interface and incorporates music and vibrant colors to enhance student enthusiasm and energy. The game promotes student engagement, facilitates review, and stores student progress. It enables students to retake quizzes and improve their scores. Additionally, instructors have the ability to adjust the response time, ranging from 5 seconds to 120 seconds.

Based on the aforementioned evidence, the researcher reached the conclusion that incorporating Kahoot into the classroom setting offers numerous benefits for both educators and learners. Utilizing Kahoot as an educational tool. Adhering to this approach will

yield positive feedback for students, hence it is recommended to follow it. Students possess a strong belief in their ability to achieve superior marks compared to their peers, which serves as a driving force for them to intensify their studying efforts and actively engage in educational competitions.

b. The disadvantages of Kahoot Game

Heni et al. (2019) identified several drawbacks of Kahoot. When considering the location of educators and students, it is important to remember that there is a limit on the number of characters allowed for questions and responses. Additionally, educators are not able to pose questions that have multiple possible answers or accept responses that are not specific. Restricted internet connectivity. Access to up-to-date facilities is essential for students since it directly impacts their learning process. At a minimum, we possess devices and access to the internet.

#### **4. The Significant Effect of Using Kahoot game**

Kahoot has the potential to significantly impact student vocabulary development and mastery in the learning process since it makes studying more engaging and enjoyable. Almanar (2019) conducted study and discovered three findings.

First, technology has a big impact on student learning motivation. According to the interviews done by researchers, the majority of them were pleased with their learning experience utilising technology.

Second, Kahoot has a considerable impact on student vocabulary mastery. Students' language comprehension improves dramatically as their passion for using technology grows. And third, Kahoot provides students with a comprehensive language learning experience that enhances their vocabulary proficiency.

Based on the above discourse, research can deduce that Kahoot exerts a significant influence, impacts students' understanding of vocabulary, and is deemed appropriate solutions to solve students' problems in learning vocabulary.

Kahoot is a highly beneficial educational tool and platform. Integrated strategies engage students in the digital classroom environment. Bisen and Kocakoyun (2018) suggest that the Kahoot app may be utilized proficiently to implement gamification in classrooms, exert influence on students, and enhance their motivation to learn. Utilizing Kahoot online media during the learning process can enhance student performance in the classroom, particularly by positively impacting classroom

dynamics, student engagement, motivation, and overall learning experience.

Another viewpoint is presented by Dellos (2015), who asserts that the online game Kahoot satisfies all of these criteria. This is a review that can be played numerous times and serves as a virtual word wall on a smart board. It is formative and iterative in nature. Kahoot also aids pupils in retaining the vocabulary discussed in the previous session. The Kahoot app will provide your pupils with constructive feedback to enhance their proficiency in vocabulary mastery. Students that possess a robust vocabulary will have a greater capacity to comprehend and proficiently command the language.

Based on the Experts have explained that researchers can assess the notable influence of the Kahoot application on students' vocabulary mastery by observing their usage of the vocabulary and comprehension of its meaning in the learning environment after being taught with the Kahoot application. The students' vocabulary is assessed and evaluated using Kahoot quizzes, leading to enhanced comprehension of vocabulary will increase every meeting day.

### **C. Review of Some Previous Studies**

Raihana Herlis Syahputri did the initial research. Raihana Herlis Syahputri did study in the year 2022. The title



states: "The Effect of Using Kahoot Application on Students Vocabulary." This study aims to investigate the impact of implementing the Kahoot! Vocabulary program on seventh-grade students at SMPN 6 Bekasi. This study was conducted over the duration of the 2021/2022 academic year. This research methodology employs an experimental design. The study's sample comprised 40 students in the seventh grade, who were divided into two groups: experimental and control. The data was gathered by administering a post-test to the students. The post-test for the experimental class can be accessed using the Kahoot! software, while the control class can access it through Google Forms. The reliability test in this study was performed using the SPSS program. The test yielded a value of 0.609, indicating that it can be considered valid. The post-test findings indicate that the experimental class achieved a score of 1900, whereas the control class achieved a score of 1470, highlighting a disparity in post-test scores between the two classes. The utilization of Kahoot media can facilitate the enhancement of students' vocabulary.

The name of the second researcher was M Afdhal Zikri. In 2022, M Afdhal Zikri conducted a study titled "The Influence of Using Kahoot Application on Students Vocabulary Mastery at the Eighth Grade Students of SMP Muhammadiyah 1 Pekanbaru." This study aims to assess the impact of implementing the Kahoot program on the acquisition

of vocabulary among 8th-grade students at SMP Muhammadiyah 1 Pekanbaru. This study utilizes experimental research methodologies. This study employed a pre-experimental design, specifically a one-group pre-test–post-test design. The study was carried out throughout the months of October and November 2021. The research was conducted at SMP Muhammadiyah 1 Pekanbaru. The study specifically examined the demographic characteristics of eighth-grade students enrolled at SMP Muhammadiyah 1 Pekanbaru. The population comprised 151 students, and the researchers employed purposive sampling techniques to choose samples. The research sample consisted of 30 children. The researchers employed a multiple-choice examination to gather data. The test results were subjected to statistical analysis using SPSS version 20 software. In order to examine the impact of utilizing the Kahoot program on the acquisition of vocabulary, researchers employed a paired sample T-test with SPSS version 20 software. The analysis determined that the significance value is 0.000, which is significantly lower than the conventional threshold of 0.05 (sig value =  $0.000 < 0.05$ ). The results indicate that the null hypothesis ( $H_0$ ) has been rejected and the alternative hypothesis ( $H_a$ ) has been accepted. It can be concluded that there is a significant influence from using the Kahoot application on students' vocabulary mastery in grade 8 at SMP Muhammadiyah 1 Pekanbaru.

In the third study, Ghaida Ayu Puspita Ningsih (2023) conducted a classroom action research to assess The Use of Kahoot Games Application to Improve Students' Vocabulary Mastery. The study aimed to evaluate the efficacy of the Kahoot games application in enhancing students' vocabulary knowledge and to investigate its influence on students' learning motivation. This investigation centered on the eighth-grade students at SMP Negeri 1 Simo, with a particular emphasis on class 8B, comprising a total of 32 individuals. This study employed a combination of qualitative and quantitative approaches inside a classroom action research model, specifically based on the Kemmis and McTaggart models. The experiment was carried out in two cycles, each consisting of four phases: planning, executing, observing, and reflecting. The data collection methodology encompassed a variety of techniques, such as tests, questionnaires, observations, and documentation. The equipment comprised of documentation, a questionnaire, an observation sheet, and a test. Based on the findings of this trial, the Kahoot game application is an effective method for instructing students in vocabulary.

The fourth study, titled "The Effectiveness of Game Based Learning Kahoot on Students' Vocabulary Mastery," was conducted by Desi Rahmawati in 2021. The objective of this study is to see if there is a notable disparity in the efficacy

of word learning among students when instructed using Kahoot as opposed to Google Meet. This style of study resembles an experiment and is carried out in two classes. 40 seventh-grade students from MTS N 5 Kediri engaged in this initiative during the second half of the 2020-2021 academic year. This study involved participants from both VII-D (the experimental group) and VII-E (the control group). Each group consists of 24 children. Two tests, a pretest and a posttest, were utilized to gather data. The data was analyzed utilizing the ANCOVA functionality of the SPSS 25 software. The ANCOVA results indicated that the value of 0.000 was exceedingly small. Given that the p-value is below the significance level of 0.05 (specifically, 0.000), we may infer that the Kahoot app is a highly effective tool for acquiring new vocabulary.

The fifth research by Surraya, S.A, et al. (2023) is titled "The Use of Kahoot Application to Teach English Vocabulary Learning in Rural Area." The objective of this study was to assess the efficacy of the Kahoot! app in instructing vocabulary to eighth-grade students at MTS NWDI Lepak over the 2021-2022 academic year. In order to assess the effectiveness of Kahoot! in this study, a pre-experimental approach was employed, where in one group underwent both a pre-test and a post-test. Subsequent observations were carried out to ascertain the attitude of the students about Kahoot! The

group for this study consisted of 30 eighth-grade students who were selected randomly. Multiple assessments were employed to gather data from students' pre- and post-studies. The data was analyzed using SPSS version 22 for Windows. A paired sample t-test indicated a statistically significant disparity in the average score between the pre-test and post-test, with a t-value of -14.31 (df=22) and a p-value of 0.00. This indicates that the alternative hypothesis was accepted whereas the null hypothesis was rejected. Therefore, Kahoot! The program was highly efficacious in enhancing the linguistic proficiency of eighth-grade pupils at MTS NWDI Lepak throughout the academic year of 2021-2022. Due to the methodology and results of this study, it is recommended that English teachers in both urban and rural areas utilize this media as a tool for teaching English vocabulary.

In summary, these studies collectively highlight the effectiveness of the Kahoot Game in enhancing students' vocabulary mastery across various educational settings and grade levels, underscoring its potential as a valuable tool for English language learning.

**Table 2.1 Previous Studies**

No	Tittle	Researc her	Similarities	Differences
1	The Effect	Raihana	The	There are

	of Using Kahoot Application on Students Vocabulary.	Herlis Syahputri, 2022.	Similarities are that the same researcher employed the same method, namely quantitative analysis, to determine the effect of utilizing the Kahoot program to improve vocabulary.	several differences. The first is location. The location of this research is in the city of Bekasi. Second, the research sample used was 40 students.
2	The Influence of Using Kahoot Application on Students Vocabulary	M.Afdhal Zikri, 2022	The similarity is that the same researcher conducted research to determine	The difference is that this research uses grade 8 junior high school students as samples, and the research

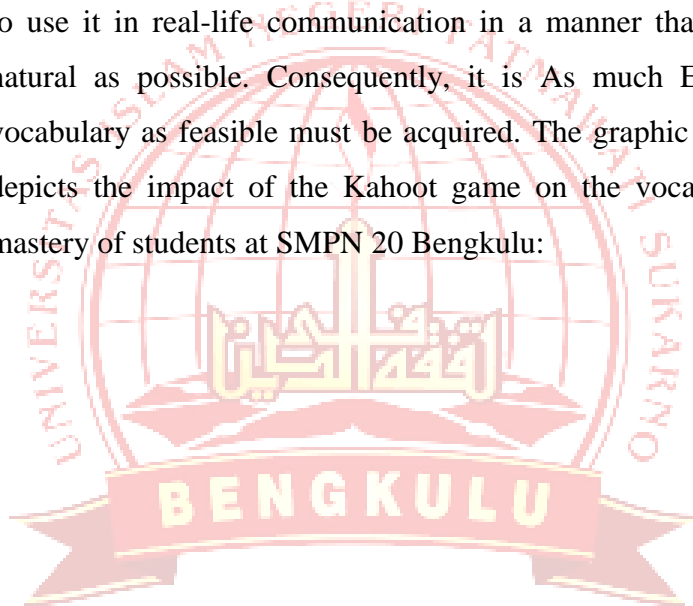
	y Mastery.		the effect of using the Kahoot application on students' vocabulary mastery and used the same methods, namely the quantitative method.	location is at SMP Muhammadiyah 1 Pekanbaru.
3	The Use of Kahoot Games Application to Improve Students' Vocabulary Mastery.	Ghaida Ayu Puspita Ningsih, 2023.	The similarity is that the same researchers researched to determine the effect of using the Kahoot application to improve	The difference is that this research uses classroom action research methods. and then the sample of this study was eight grade students of SMP Negeri 1 Simo Boyolali.

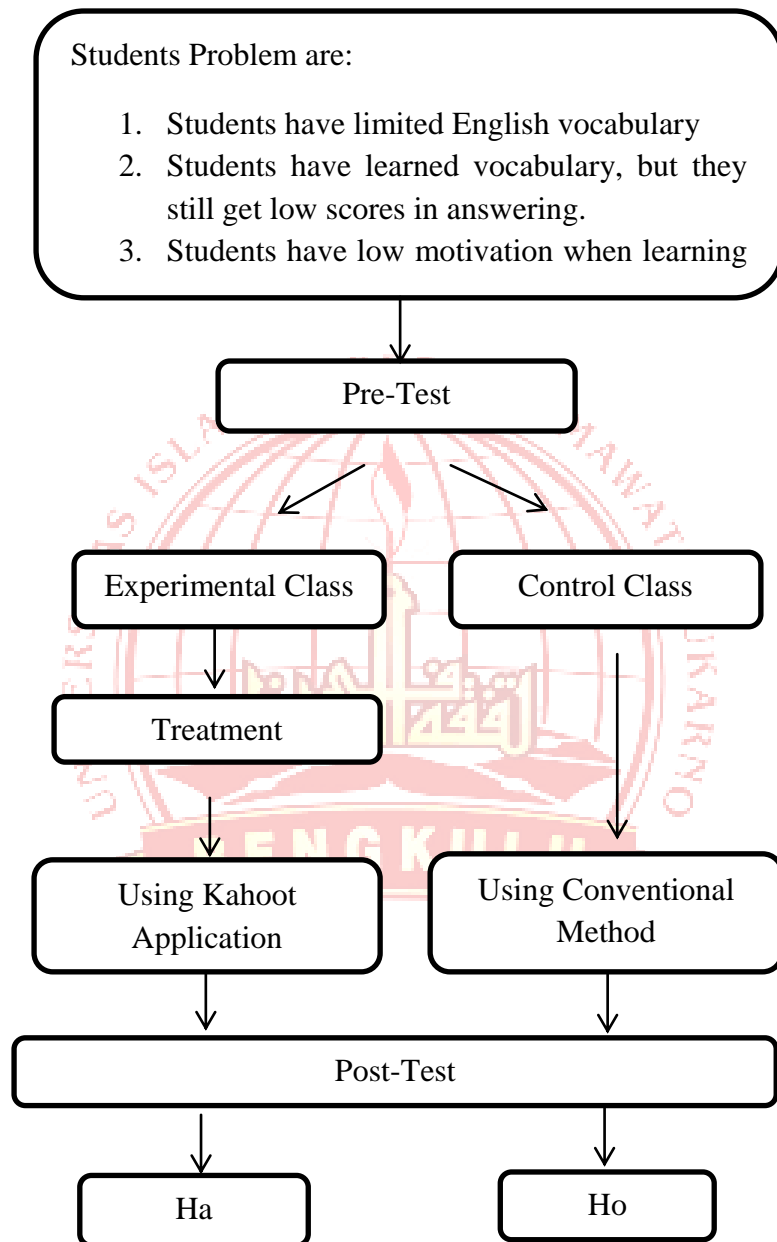
			vocabulary.	
4	The Effectiveness of Game Based Learning Kahoot on Students' Vocabulary Mastery.	Desi Rahmawati, 2021.	The similarity is This research aims to find out whether there is a significant difference in vocabulary mastery between students taught using Kahoot.	The difference is that the data were analysed using ANCOVA in the SPSS 25 program.
5	The Use of Kahoot Application to Teach English Vocabulary Learning in Rural Area.	Surraya, S.A, et al, 2023	The similarity was to find out the effectiveness of Kahoot! application in teaching vocabulary	The difference is that this research refers to the mixed method. and then the sample of this study was eighth grade students.



#### **D. Conceptual Framework**

Media that is successful is media that engages students and facilitates the retention of as much vocabulary as possible. Students are afforded the opportunity to enhance their vocabulary and memory skills through the use of that media. In order to emphasize that speaking is a habit, it is essential to engage in speaking as frequently as possible and to use it in real-life communication in a manner that is as natural as possible. Consequently, it is As much English vocabulary as feasible must be acquired. The graphic below depicts the impact of the Kahoot game on the vocabulary mastery of students at SMPN 20 Bengkulu:





Cresswell (2013)

**Figure 2.4 Conceptual Framework**

Based on the above figure, Kahoot is an educational media tool used by teachers to teach students vocabulary. That The main goal of this media is to provide guidance to students, both individually and in groups, in order to help them achieve a high level of proficiency and long-term memory of a substantial vocabulary. Active practice and feedback are crucial components of the learning process. At first, the Researchers conducted a pre-test to evaluate the students' proficiency. Prior to commencing treatment, it is necessary to attain a high level of language proficiency. Afterwards, the researchers used Kahoot media as a treatment for the experimental class, while using conventional methods for the control class. The researcher conducted a post-test to evaluate the influence of using the Kahoot Game on the vocabulary skills of seventh-grade students at SMPN 20 Bengkulu City. These media provide opportunities for students to improve their memory skills and adding more vocabulary. That's how Kahoot media is used in its efforts to increase students' vocabulary.

#### **E. Hypothesis**

Based on the previous discussion behind this research, the following hypothesis is formulated:

Ha : There is a significant effect of using Kahoot application on students vocabulary mastery at the Seventh grade of SMPN 20 Bengkulu.

Ho : There is no significant effect of using Kahoot application on students vocabulary mastery at the Seventh grade of SMPN 20 Bengkulu.

