

CHAPTER I

INTRODUCTION

This chapter presents background of the study, reason for choosing the topic, statement of the problem, objective of the study and significance of the study.

1.1 Background of the Study

Language is one of important things in this world. Without language, people cannot communicate with others. Language expresses someone's emotions to deliver their mind, information, ideas, concepts, or feeling from person to other person in written or spoken form. There are many languages in this world, but English is one of the important languages that have to learn by the students.

English is also very important in Indonesia. English becomes one of local content materials that have to be learned by the students. English language has been taught in every school from the youngest degree. It aims to make students have skill in English since they are still young. Learning English is very important in Indonesia. This subject is obligate in curriculum of Indonesia.

In English, students have to learn some parts of languages. They are structure, vocabulary, spelling, and grammar. Vocabulary is one of important things on it. Vocabulary refers to the meaning or definition in terminology (Said & Budimanjaya, 2015). Vocabulary is the first thing for students to make their mastery in learning English will achieve well. If they have low vocabulary, it is

impossible for students in mastering vocabulary. Vocabulary makes students easier in learning many subjects in English language.

Vocabulary is a foundation for learning language that must be mastered by the students (Suri, 2012: 111). Vocabulary is the way to learning language in a whole part. To know other components of language, students have to know vocabulary first. By learning vocabulary, students will understand the materials in teaching learning English and they can catch teachers' explanation.

Beside mastering vocabulary, learning motivation is also the crucial parts to make students more enthusiasts in learning English. Motivation is important in guessing how much the students will be learned from teaching learning process and how many students get information from learning activity (Djamarah in Riswanto, et al., 2017: 43). Motivation makes students want to learn English by themselves without any forcing from other people. They will catch the material automatically and enjoy in teaching learning process.

Teacher can give motivation to students in the classroom. Motivation is not only just for the bright students in the class, but teacher can give it to every student that wants to learn seriously and so on. For example, saying thanks to students who want to answer your question, giving applause to every student, giving commend and so on. It makes students interest with the teacher, and also give them deep spirit in learning English. By giving learning motivation to students, it makes students feel closer to the teacher.

Motivation is not only focuses on verbal communication, but motivation is showed by giving something or doing something to the students. For example teacher gives gifts to students who get best score. Teacher also can use media or stuffs in learning activity to make students enthusiasm in learning. Media uses to give spirit to students and gives motivation to them in learning English.

Based on interview with the teacher in tenth grade of SMA Negeri 1 Kembang, students are bad in mastering vocabulary. They are difficult in expressing their minds, they are bad in speaking, and they cannot write something in English language well. They also cannot catch teachers' explanation in English language. Those all problems appear because they are bad in mastering vocabulary. They think that mastering vocabulary is unimportant. In case, students cannot learn English well because they are bad in mastering vocabulary. Not only that, they have low motivation in learning English because it is not their mother tongue. In learning, students need motivation to make learning activity run well. Motivation comes from students' motivation and teachers' motivation. These are some reasons arise learning motivation. But in tenth grade, the students have low motivation in learning English. They think that learning English are bored and complicated.

To make students improve their vocabulary, the researcher will implement Kahoot application. By using Kahoot, students will increase their vocabularies, especially related to the materials. The researcher also tries to find out the ways

to face students' low motivation in learning English. The researcher chooses Kahoot to make students more interest with the materials and what teacher's teach. By using Kahoot, they will get spirit in learning English because they will learn by using their smart phone and they will not be bored. The researcher believes by using Kahoot, the students more fun in learning vocabulary and they can develop their vocabulary with the game on it. They will be motivated in learning English by implementing Kahoot.

Kahoot is a group of questions with a particular topic that created by teachers, students, and social users (Susanti, 2017:454). Kahoot is an application online learning game that contains quiz, jumble, discussion and survey. This application uses as learning assessment for students to measure the understanding of the students after doing learning activity. In addition, this application also contains game that created by the teacher. Kahoot is fun and challenging. By playing Kahoot, students will feel motivated because there is a rank after playing the game. Everyone who plays Kahoot at that time, they will see who has the best score. So, students motivated to get the best score and they try to answer the questions as soon as possible.

There are some researches that related to Kahoot. The first is research done by (Chotimah & Rafi, 2018). The article was entitled "The Effectiveness of Using Kahoot as a Media in Teaching Reading". Based on the data analysis and

the research result, it could be concluded that there was significant influence of the use of Kahoot as a Media in teaching reading.

The second research done by (Damara, 2016), the thesis was entitled “Students’ Perception on the Use of Kahoot! as an Ice Breaker in Movie Interpretation Class”. By using Kahoot! as an ice breaker, it really helped to take some steps into learning activity with fun way. According to the data, Kahoot! helped the students not only on how to learn with fun, but also on how to be motivated and to learn the material deeper in Movie Interpretation subject.

The third research done by (Riswanto & Aryani, 2017), the journal was entitled “Learning Motivation and Student Achievement: Description Analysis and Relationship both”. The conclusion from this research is the students had a good record if it has a well and motivated as well. This study concluded their correlation difference between learning motivation and achievement of students on two different courses.

The fourth research done by (Iaremenko, 2017), this article was entitled “Enhancing English Language Learners’ Motivation through Online Games”. The use of online games in ESL learning showed the direct relationship between a high energy level of fun competition and increased motivation. Intrinsic motivation was enhanced by the desire to win or get a reward. Thus, the teacher can use this component to introduce, revise or consolidate the complex language content.

The fifth research done by (Santosa & Andriyadi, 2019). This journal was entitled “The Use of My Dictionary Application to Improve Students’ Vocabulary Mastery”. In this research, it can be concluded that the use of My Dictionary Application is very helpful in improving students’ vocabulary mastery. The use of my dictionary application gives effect to vocabulary mastery of students.

Based on the previous research above, it can be concluded that Kahoot was improved students’ vocabulary mastery (Chotimah & Rafi, 2018; Damara, 2016; Iarenenko, 2017). Based on explanation above, the researcher will use Kahoot to teach vocabulary and learning motivation. Through this application, students expect more active, they will more enthusiasts in learning English especially in learning vocabulary. By using this application, the researcher expects students have good motivation in learning English. Thus, the researcher is interested to conduct a research entitled “The Effectiveness of Using Kahoot in Teaching Vocabulary and Learning Motivation”.

1.2 Reason for Choosing the Topic

Based on interview with the teacher, there are many reasons why the researcher chooses the topic. First, they are bad in mastering vocabulary. They do not understand with the materials that teachers’ teach but they do not want to ask questions to the teacher. They cannot answer the question from the teacher by using English language because they are bad in mastering vocabulary. Second,

they have low motivation in learning English. They think learning English is unimportant. They have no motivation in learning English by themselves.

1.3 Statement of the Problem

The researcher conducts the statement of the problem is “How is the effectiveness of using Kahoot in teaching vocabulary and arising learning motivation at tenth grade students of SMA Negeri 1 Kembang?”.

1.4 Objective of the Study

The objective of the study can be stated as following:

1. To examine the effectiveness of using Kahoot in teaching vocabulary and arising learning motivation at tenth grade students of SMA Negeri 1 Kembang.

1.5 Significance of the Study

1. Theoretically

Hopefully this research is able to give contribution to the teaching learning process and the result can be useful for others.

2. Practically

- a. Teacher

It is expected to help the teacher for teaching vocabulary in learning English. It is also giving teacher understanding in teaching English by using Kahoot.

b. Students

Hopefully this research will give students enthusiast in teaching learning process because of this media. It is also expected to give students new way to learn English more fun.

c. Researcher

Hopefully this research could be beneficial for the future research.

