

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous study, related theories, conceptual framework and hypothesis.

2.1 Previous Study

In conducting this research, the researcher takes some references from the previous research. The first article is from (Chotimah & Rafi, 2018). The article was entitled “The Effectiveness of Using Kahoot as a Media in Teaching Reading”. The researcher used experimental research with quasi experimental design. There are two classes, they are 2016 B as the experimental class and 2016 A as the control class. The teaching process done in experimental class was using Kahoot as a media, while in 2016 A was using textbook as a media. In this research, the researchers analyzed the data by using ANCOVA. The result showed that the significant value is 0.02, it is lower than the significant level 0.05. 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 for the English Department students of STKIP PGRI Jombang.

The second previous study is from (Damara, 2016). The thesis was entitled “Students’ Perception on the Use of Kahoot! as an Ice Breaker in Movie Interpretation Class”. This research used quantitative research. The type of the research was specifically a survey. The researcher decided to use the survey as

the focus of the case. The participants of this study were sixty-six (66) students of Movie Interpretation class. From the result of the data, the researcher calculated from all answers on close-ended statements on the questionnaire, the researcher found that most of the students (91,35%) had a positive perception towards the use of Kahoot! as an ice breaker in Movie Interpretation class. These findings were supported by three types of data gathering which were the questionnaire, interview and also observation. The students felt that the use of Kahoot! as an ice breaker really helped to take some steps into learning with fun way. According to existing 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 previous study is from (Riswanto & Aryani, 2017). The journal was entitled “Learning Motivation and Student Achievement: Description Analysis and Relationship both”. This study focused to discuss matters relating to the motivation to learn and student achievement, with the aim of strengthening the importance of motivation in the learning process so that a clear relationship with student achievement. The researcher used descriptive analysis and simple correlation to the 97 students taking the course introduction to Microeconomics and Indonesian. The results of learning motivation of students in universities, in the course introduction to Economics in distribution can be explained that most of 97 students who studied 9.28% have fewer categories; 34.02% students have a

mild category; 31.96 have a superior category, and 27.74% have a very superior category. While on the subject of motivation to learn, Indonesian students in distribution can be explained that more than 97 students who studied 8.25% have fewer categories; 43.30% have a mild category; 29.90 have a superior category, and 18.56% have a very superior category. The conclusion from this research was 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 previous study is from (Iaremenko, 2017). This article was entitled “Enhancing English Language Learners’ Motivation through Online Games”. The result of this study was the desire to win was appreciated by about 88% of the students as the game winning, 52% of students were interested in developing mastery, the desire to get better in grammar, while almost half were only quite interested in it. More than 67% of the students liked playing with others in a team setting. The clear purpose of the game appealed to 73% of the students. 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.

The last previous is from (Santosa & Andriyadi, 2019). This journal was entitled “The Use of My Dictionary Application to Improve Students’ Vocabulary Mastery”. This research used Quasi-Experimental design. This

research involved two classes IX A and IX B as the sample of this research. IX A was selected as experimental class and IX B was selected as control class. The findings showed that the mean of Experiment class students was 25.20, and the control class means score was 21.40. After treatment given, there is a significant increase. The means of the Experiment class is 48.40, and the class of the control class is 30.50. After that, the researcher compared between posttest result of experimental class with control class. The result was t (result the research) = $\frac{\Sigma X1 - \Sigma X2}{t} = \frac{48,40 - 30,50}{19,00}$. Where $\Sigma X1$ (experiment class) $>$ $\Sigma X2$ (control class).". 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 was give effect to vocabulary mastery of students.

Based on the previous studies above, it can be seen that there were some researches that used Kahoot as the media. Kahoot was proved new way as a media in teaching learning process especially in teaching English. The researchers were successfully used media to improve students' vocabulary mastery. Kahoot also was successful in improving students' motivation in learning English. In this research, the researcher has same media but different skill. Additionally, the difference between this research and the previous studies were the places, school, and participants. The researcher focuses on the effectiveness of using Kahoot in improving students' vocabulary mastery and

learning motivation. Through Kahoot application, the researcher expects students to teach vocabulary and they have good learning motivation by implementing this Kahoot application.

2.2 Related Theories

2.2.1 Definition of Vocabulary

Vocabulary is the basic skill that have to be mastered by the students to reach other skills in learning English (Dwi, 2017: 2). Vocabulary is crucial aspect in language because it is used in every skill of language like writing, reading, listening and speaking skill (Wardani, 2015: 132). In addition, Suri (2012: 112) states that vocabulary is getting new words through indirect speech of people around us and direct speech from teaching learning process and learning strategies.

According to Hidayat & Habibi (2018: 19), vocabulary is one of the problems faced by English language students because if they have low in vocabulary, the students' cannot communicate with others well. In learning English, trying to understand the meaning of the words on the reading text will help students to understand the message of the text. So, one of the most crucial things in learning English is vocabulary(Damayanti & Sari, 2017: 102). Vocabulary is also a group of words that used in a language. Vocabulary can be structured and raised with aged and used as a basic tool for communication and to get new knowledge (Wardani, 2015: 132).

According to Joklova in Sitompul (2013: 53), vocabulary is a line of words which is combine with languages. Furthermore, Cameron in Sitompul (2013: 52) states that vocabulary is needed start from students at primary level to improve learners' language as central learning of language. That is the strategy to help students learn vocabulary easier. In learning vocabulary, the learners have to know the meaning of each word that they said automatically (Dwi, 2017: 3).

2.2.2 Types of Vocabulary

According to Behlol in Achmad, (2013: 78) vocabulary may be divided into two kinds as follow:

1. Passive Vocabularies

Passive vocabularies are the words that used by students who may recognize and understand the words if it occurs directly but they cannot say or produce the words correctly in different times

2. Active Vocabularies

Active vocabularies are the words that used by students and they know, understand, produce, correct in spelling, correct in grammar and correct in pronunciation.

Here we can conclude that there are two types of vocabulary which are passive vocabularies and active vocabularies.

2.2.3 Vocabulary Mastery

Vocabulary mastery is very important to build understanding of meaningful reference (Wardani, 2015: 133). It is a key of any skill that will learn by students in learning English language. Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words.

According to Cameron in Suri (2012: 113) vocabulary skill included: pronunciation, spelling, grammar and meaning.

1. Pronunciation

Pronunciation is one of the features to have influence of vocabulary. According to Wehmeler in Suri (2012: 113) pronunciation is the method of person to pronounces the words in language.

2. Spelling

Spelling is the activities of shaping words correctly letter by letter (Wehmeler in Suri 2012: 114).

3. Grammar

Grammatical information included words and learning words. From learning the words, students can understand about grammar (Cameron in Suri, 2012: 114).

4. Meaning

To find meaning, learners can try to translate word by word in their mother tongue that have same meaning with the word that they are learning (Ur in Suri, 2012: 115).

2.2.4 Definition of Learning Motivation

Motivation is process of take action on something and how to reach it hardly to be goal behaviors or fulfill the expectation (Gopalan et al., 2017: 1). Motivation is important in guessing how much the students that will be learn from teaching learning process and how many students get information from learning activity (Riswanto & Aryani, 2017: 43).

Motivation is power which pushes someone to do an activity to achieve the purpose. Motivation is an action from someone's heart to do or achieve the purpose (Majid, 2014, p. 308). The purpose will drive students to do anything what they want. Teacher should make sure what the purpose of the students, so teacher can direct the students well.

Motivation is something that makes you take efforts to get something and willing to pursue it (Brown in Mubarok & Sofiana, 2017: 122). Motivation is a feeling that makes you more spirit to achieve something you want. Students will have motivation to get what they want. To creating motivation, it is not only pure come from the students. It also comes from environment around them.

In learning, it needs also motivation to make students more spirit in doing teaching learning activity. It needed as important as students need books for their learning activity. Using learning motivation, students will get and achieve what they want. Teacher supposed to give students motivation in every ways. Giving active and best motivated for students will make students more spirit to them (Skinner & Belmont in Gopalan et al., 2017: 2).

In motivation, there are high motivation and low motivation. High motivation is show by students who always keep spirit in learning, they pay attention to the teacher, they do assignment on time, they active in teaching learning process and so on. Beside, in low motivation, students usually lazy to learn something new, they have no curiosity in learning, they have no spirit to do assignment and so on. Here, teacher has to find the ways to develop students who have low motivation.

Motivation is important in determining how many students will be learning from a learning activity or how much to absorb the information presented to them. Students are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb the material better. These motivation levels are determined by the level of meaningfulness of teaching materials and learning activities, which are owned by the students concerned (Djamarah in Riswanto & Aryani, 2017).

It can be concluded that to determine students' motivation, teacher can know from how much students' got from learning process and how much they caught the material well.

2.2.5 Functions of Motivation

According to Sudirman in Majid, (2014: 309), there are many functions that makes motivation appear:

1. Pushes someone to learn, motivation drive someone to do something what they want to do.
2. Determines someone to do something to get the purpose.
3. Selects the actions, selects all action that make someone achieve the purpose.

2.2.6 Types of Motivation

1. Intrinsic Motivation

Intrinsic motivation comes from a whole part of feeling like pleasure, interest, and satisfaction that appear as the participation devices (Deci & Ryan in Ferreira et al., 2011: 1709). Intrinsic motivation comes from their own motivation without any encouragement from others (Tohidi & Jabbari, 2012: 821). An intrinsically motivated person is the one who performs his behavior voluntarily and doesn't need material rewards. It comes from self-determined.

According to Majid (2014: 311), there are 7 factors that come by themselves:

- a. Necessary
- b. Perception about herself/himself
- c. Pride and Achievement
- d. Willingness to progress herself/himself
- e. Interest in something
- f. Satisfy in her/his work
- g. Dream and hope

2. Extrinsic Motivation

Extrinsic motivation comes from kinds of behavior that happen and do it by reasons (Deci & Ryan in Ferreira et al., 2011: 1710). Extrinsic motivation comes from everything that motivated the person except their own desire (Tohidi & Jabbari, 2012: 821). An extrinsic motivated to achieve a goal. It is happen by doing something with action.

According to Majid (2014: 312), there are some factors that grow motivation beside intrinsic factors, they are:

- a. Gives gifts
- b. Competition
- c. Punishment
- d. Praise

- e. Situation around environment
- f. Reward

2.2.7 Motivation Factors

According to Gopalan et al., (2017: 2), there are six factors that appear motivation, there are challenge, curiosity, control, fantasy, competition, cooperation and recognition where many of which are present in games. Those are the factor that motivation happens to the human. While Rily in Vero & Puka (2017: 63) states that achievement, recognition, work itself, responsibility, advancement, and possibility of growth are the factors of motivation occurs.

Based on the definition above, the researcher concludes that there are 6 factors that make motivation occur.

2.2.8 Definition of Kahoot

A Kahoot is a group of questions with specific topics and made by the teachers, students, and social users. In this game, there is no limited players and fun game environment (Chotimah & Rafi, 2018: 22). This game-based application is designed and aimed to review the knowledge of the learners with a different way and more fun (Sabandar et al., 2018: 128).

By using Kahoot application, students will be addicted to play the game again and again and people will like Kahoot because they can creating their own Kahoot (Susanti, 2017: 454). Kahoot gives teachers role to make

their own contents depends on what they need. Teachers make the quizzes by themselves and the students as the participants or players in a game with a particular informal assessment procedure (Wang in Licorish et al, 2018: 4).

Kahoot is one of the famous game based learning that very useful for every user (Sabandar et al., 2018). Kahoot allows students to see images and videos, and time limit to answer the questions. Students also can know their rank position and know their own score and other score. So each question has their own rank (Herrerros et al. in Curto Prieto et al., 2019: 2).

Based on the definition above, it can be concluded that Kahoot is a game based learning application that has some questions inside it with specific topics and used by teacher, students, and social users. Using Kahoot may help students to maintain and improve students' vocabulary mastery.

2.2.9 Types of Kahoot

In Kahoot application, there are some types that make this application more fun but still enjoyable. According to (Sabandar et al., 2018: 128) Kahoot has some various that useful for the user, those are Quiz, Jumble, Survey and Discussion. Those kinds are useful according to users' interest and each necessary.

According to (Susanti, 2017: 454), there are several types of Kahoot, these are:

1. Quiz

Quiz is the best part in Kahoot. This is a crucial part in Kahoot because it is applying blended learning program. In quiz, there is no limitation for the questions. So, you can make questions as much as possible. Not only that, you can add picture or video in each question. There are 4 multiple choices for the answer and you can choose one for the correct answer depends on you. Additionally, you can set the time limit for each question, start from 5 seconds until 2 minutes.

This quiz is used to know the knowledge of the students individually in a room, and know the speed of students when answer the questions, and knowing who are overtime when answering the questions. There is a ranking score in the end to know the best students who answer faster and correct.

2. Survey

In survey, there are no limits of questions. Each question can be arisen by picture or video. In addition, the multiple choices can be 2-4 answers in one question. In this survey, there are no wrong or right answers, they are just like traditional survey but it will different when there are direct questions asked in a real-time to present who are answer the questions on their own devices. The result of each question can be downloaded in the last section.

3. Discussion

Discussion are place for discuss a topic that given on the display. There are some questions and students had to choose one answer. They will answer the questions by their opinion on their own devices. The answer can be 2-4 and there is a time limit also.

2.2.10 Instruction of Kahoot Implementation

According to Susanti (2017: 456), there are some instruction to use Kahoot application:

1. Teacher creates a quiz to improve the learning outcomes.
2. Teacher creates a game to introduce a topic was taught. It also used to check students understanding to the topic.
3. It suitable for short question and answer. It is good tool for learning vocabulary.
4. The question instructions are on the LCD projector and the students answer the question by using their own smart phone. So it will use different device to play this game.
5. Teacher surveys the students about topic you are discuss at the time.
6. Teacher creates quiz to use as a study session for the post test.

2.2.11 Advantages of Kahoot

In every application, especially in a game based learning, there are many advantages on it. It also many advantages of this Kahoot application as follow (Iaremenko, 2017: 128):

1. This application is free. The users do not need to pay anything to play this game.
2. This application is big viewers inside. This application can be played by as much as they want to play together.
3. There is no limit in making the questions. So, the teacher can make as much as possible.
4. There is a rank of the game. So, every section of the question, there is a rank table. The users will know the students who answer faster than others.
5. This application shows a fun and challenging questions by presents a picture or video. There is also time limit to make students spirit to answer the questions as quickly as possible.

Besides that, Michos (2017) also states some advantages of using Kahoot application as the following:

1. Stimulates students in learning activities.
2. Makes condition more fun and happier in the classroom.

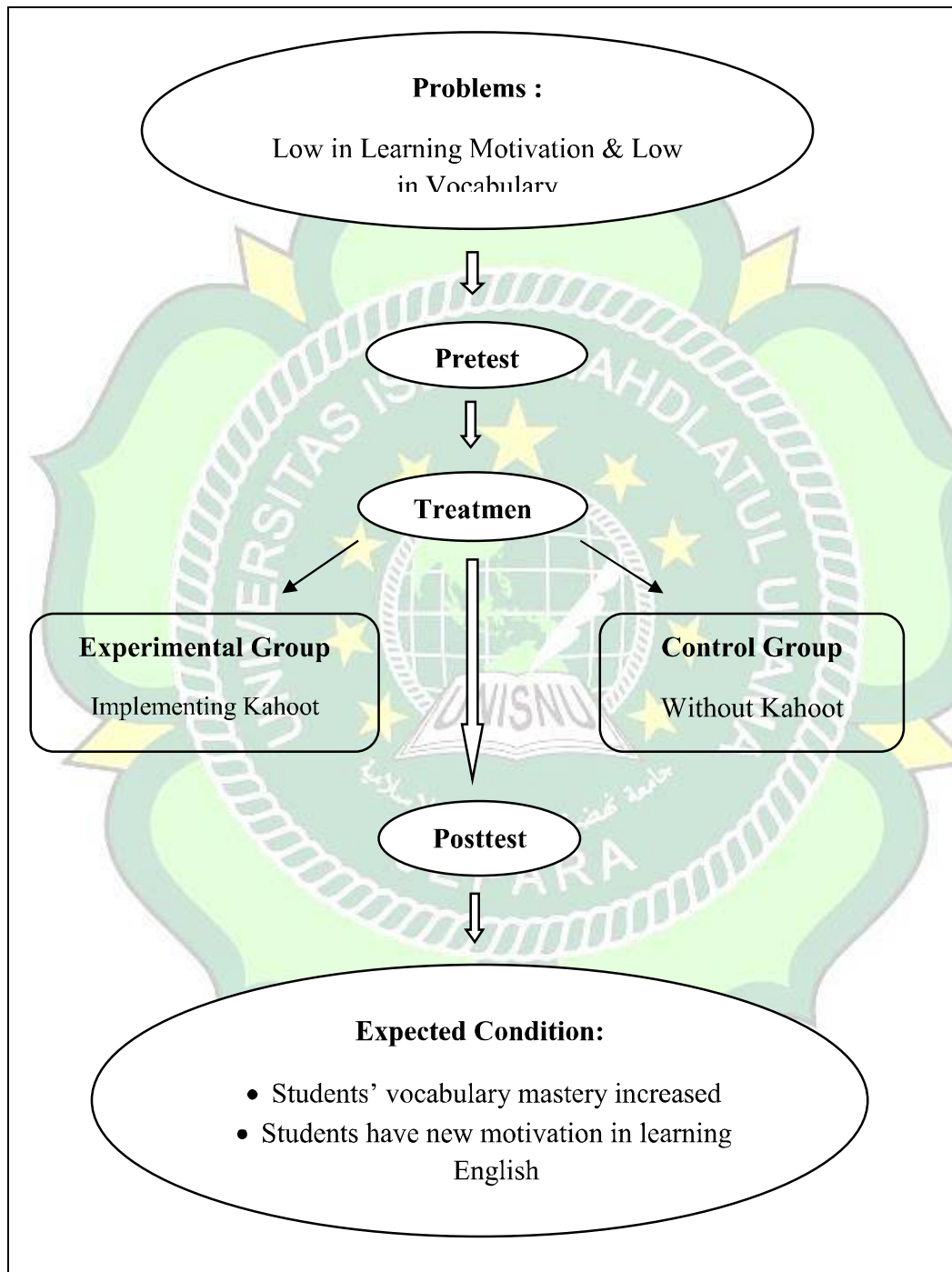
3. Gives more spirit and motivate students in learning and engage students' attention in the classroom.

2.3 Conceptual Framework

Vocabulary is one of important things in learning English. Through vocabulary, people can interact with other. By mastering vocabulary, people are able to speak up well. They also can understand what someone's said in learning. In learning English, vocabulary mastery is needed to understand what teachers' said, what teachers' explanation and so on. In fact, most of students have low vocabulary. It occurs because they have no motivation and they feel bored in learning English.

In teaching, teacher usually used method or media. There are many method and media currently, for example Kahoot. Kahoot is a game based learning application that has some questions inside it and has specific topic that used by teacher, students and social users. This media is useful to improve students' vocabulary mastery and learning motivation. Here is the framework of the present study as follow:

Figure 1 Theoretical Framework



2.4 Hypothesis

H_a : There is significant difference between vocabulary and learning motivation of students who are taught by using Kahoot than who are not taught by using Kahoot.

H_0 : There is no significant difference between vocabulary and learning motivation of students who are taught by using Kahoot than who are not taught by using Kahoot.

