

CHAPTER 1

INTRODUCTION

This chapter provides an insight into the research area of the paper. It will provide general views on the background of the study, followed by the problem identification, scope of the study that will guide the study. Besides, it also includes the purpose of the study and the significance of the study.

1.1. Background of the study

Recently, there are lots of new technologies have been proposed in order to engage the students' participation and available for learning and teaching purposes. Applying appropriate teaching strategies in language teaching is not enough to achieve the successful of learning, creating a comfortable atmosphere for students in the classroom is also important (Brown, 1994).

For that reason, many teachers have implemented ICT in their classroom in order to motivate students to learn and engage students to actively participate while learning. Game based learning is one of the appropriate concepts that can be used in implementing ICT in the classroom.

Game-based learning in educational environment has been supported among teachers, who recognize that effectively designed games can provide a significant increase in productivity and creativity of students, who are motivated by the reward and-feedback systems that characterize the experience of play (Horizon Report, 2014).

Junior high school students are in a critical stage of language acquisition, so it is not an easy job to teach English to Indonesian students (Purves, 2001, ch. 27). They can lose their focus if the teacher cannot attract their attention and maintain the classroom. These affordances have been connected with the needs of young learners to access technology easily and quickly in all kinds of learning environments (Melhuish & Faloon, 2010). Zaham Shah Ismail & Mohd Muzhafar Idrus (2013) in their case study at two Malaysian universities on the impact of wireless technology and learning English language had found out that there was an improvement in English performance based on four domains namely listening, speaking, reading and writing skills with the assistance of technology tools.

Although there are many studies conducted on the use of *Kahoot!* in teaching and learning in classroom settings (Ewa Zarzycka, 2016; Rodrigo, Luiz, Juliana, Hector, & Camilia, 2016; Harlina, Zubaidah, & Ainee, 2016; Julia & Carolyn, 2017); most of it are focuses on benefits of using it in learning practices.

However, the research on the students' engagement of using *Kahoot!* is still quite limited in Indonesian settings especially in learning vocabulary. Based on the research of National Reading Panel (NRP) in 2000, vocabulary knowledge should be taught explicitly to increase the achievement of student's reading. The poor vocabulary knowledge leads to incorrect inferences or misunderstanding of content while reading English materials in students' academic (Nation, 2001). Therefore, there is a need to conduct the research on

the effectiveness of using *Kahoot!* in a local setting learning English vocabulary involving the Junior High School in Jakarta.

1.2. Research questions

This study will explore the effect of *Kahoot!* interaction modes on students achievement based on pre-test and post-test quasi experimental design. The following is the research questions:

“Is there any significant differences on learning vocabulary post test scores for grade VII students between the individual mode and team mode?”

1.3. The purpose of the study

The purpose of this study was to determine whether the students achieve a higher score of learning vocabulary when they work in team mode or in individual mode. The team mode was compared to individual mode. Individual academic achievement was explored as a result of these different learning modes. Findings from this study can support certain teaching and learning methods for school and teacher in using *Kahoot!*.

1.4. Scope of the study

This study focused on students at the age of eleven and twelve in Al Ghurabaa Junior High School in Jakarta, in which the result of findings cannot be generalized to all school in Jakarta. The topic chosen as research materials is in the part of chapter 4 on “English rings the bell” materials books that the students had studied it earlier to collect data for pre-test and post-test. Forty

matching questions will be chosen for both pre-test and post-test paper. The focus of this study only refers to as a minor section in the English subject that the results of study may differ with other subjects.

1.5. Significance of the study

The evaluation of the effect of *Kahoot!* will benefit for the teachers as well as the students and also the researchers.

1. This study gives an opportunity for students to involve actively in the lesson. The students can respond on the questions given by the teacher on the mobile phone rather than answer with manual worksheet. This also encourages the students to compete among themselves to complete the quiz and receive their score and ranking among the students. Generally, these devices do not require the students to respond publicly but adequately with single tap on the mobile phone to respond to questions shown. Moreover, *Kahoot!* is also encourage the students to learn collaboratively in groups, particularly on team mode.
2. This study assists the teachers to gain feedback of every students almost at the same time compare to ordinary setting. Additionally, teachers can gain more time to help students to clarify their understanding in learning rather than giving manual feedback after the class. This study also gives an idea to the teachers in creating an interactive learning environment that involves higher-order thinking and collaborative learning.
3. The result of this research study can be used as a source for those who wish to conduct similar research related to the use of *Kahoot!* application in improving students' achievements.