

CHAPTER I

INTRODUCTION

This chapter introduces the research, encompassing the research background, research questions, and purposes. It offers a conceptual framework and emphasizes the significance of the research. The chapter concludes with a summary of relevant studies.

A. Research Background

Vocabulary is an essential component of English language acquisition, as it supports learners in developing four language skills (Nation, 2001). With limited vocabulary proficiency, students may struggle to understand learning material, express their ideas, and communicate effectively (Nunan, 1991). Among the various types of vocabulary, verb vocabulary plays a particularly crucial role because verbs are the core of clauses and sentences, determining the action, process, or state being described.

Verb vocabulary is an important component of English language learning. Nation (2013) emphasizes that verbs are high-frequency words and fundamental for beginner and intermediate English learners. This study focuses on verbs because they are essential for expressing actions, activities, and experiences in communication. For seventh-grade students, understanding verbs matters because verbs frequently appear in simple sentences and relate closely to students' daily activities. In addition, verbs support students in developing basic communicative competence because students need to recognize and use appropriate verbs to construct meaningful sentences. Therefore, focusing on verb vocabulary was considered relevant to seventh-grade students' English learning needs.

However, at MTs Miftahul Falah, students' vocabulary achievement is still relatively low. Based on observations during teaching practice and informal interviews with an English teacher, students often struggle to remember verb forms,

understand their meanings, and use verbs in sentences. This difficulty arises because vocabulary learning remains conventional, namely through lectures, vocabulary provision, and translation exercises. Schmitt (2008) states that learning strategies like this only make students' memories temporary, without meaningful understanding.

Another problem at MTs Miftahul Falah is the lack of interesting learning media suited to the current digital generation. Students tend to get bored easily when learning is monotonous and does not provide them with opportunities to learn. According to Deterding (2011), the gamification approach in learning can increase student motivation and engagement. Thus, vocabulary learning, including learning verb vocabulary, should incorporate interactive learning activities to better address students' learning needs.

To solve these problems, one learning innovation is Kahoot. Kahoot is an interactive learning platform that incorporates gamification features, including points, leaderboards, countdown timers, background music, and engaging visual interfaces. Wang (2015) states that Kahoot serves as an effective instructional tool for students' focus, engagement, and enthusiasm. Research by Plump & LaRosa (2017) found that Kahoot fosters an engaging, cooperative, and entertaining educational atmosphere that positively influences students' comprehension and academic results. Kahoot also provides immediate feedback. This is very helpful for students in identifying and correcting their mistakes. This is particularly important in vocabulary learning, especially verb vocabulary, which requires continuous repetition and reinforcement.

On the other hand, cooperative learning models also significantly improve student learning outcomes. Among several types of cooperative learning, the Team Games Tournament, proposed by Slavin (1995), is a successful approach. As a cooperative learning model, Team Games Tournament involves group work, collaborative discussion, and academic competition. In the Team Games Tournament, students are assigned to groups with diverse academic abilities and

engage in collaborative learning activities. After that, students participate in a tournament modelled after a competitive game. According to Huda (2013), empirical findings suggest that the Team Games Tournament (TGT) increases motivation, academic achievement, and social attitudes because the competition in team games tournaments is highly structured and encourages students to prepare well, as individual scores contribute to the group score.

However, team game tournaments have traditionally relied on paper or other manual formats. For students accustomed to digital devices, this approach is less appealing, so innovation is needed to combine team-game tournaments with digital technology and make them more fun, interactive, and relevant. One such innovative integration is the Kahoot-based team games tournament, with instructional design that emphasizes collaboration and structured competition, run on the Kahoot platform using its team mode.

This integration combines the advantages of both approaches: the cooperation and tournament structure of Team Games Tournament (TGT) and the digital game elements of Kahoot. This combination supports active engagement through structured collaboration and competition within digital quizzes. Kahoot helps improve students' visualization and cognitive stimulation, while team games tournaments (TGT) provide a collaborative and competitive framework that encourages students to master the material.

The Dual Coding Theory (Paivio, 1986), which holds that information is easier to comprehend and retain when presented through both verbal and visual channels, also supports this integration. Meanwhile, tournament games allow students to discuss and review material and compete, thereby reinforcing learning through social interaction.

Previous research indicates that using Team Games Tournament and Kahoot positively affects students' vocabulary mastery and learning outcomes. Research has shown that TGT is more effective than the conventional method in enhancing

vocabulary mastery. At the same time, Afifah & Atmazaki's study demonstrated that the Kahoot-Based TGT model enhanced students' achievement, motivation, and participation. Similarly, Agustina (2025), who conducted a study at SMPN 1 Diwek, reported that students' vocabulary scores improved significantly after implementing TGT. Other studies have also shown that Kahoot effectively enhances students' vocabulary mastery.

Although considerable research has examined tournament games, teams, and Kahoot, few studies have focused specifically on verb vocabulary achievement. Furthermore, Kahoot for tournaments within the team-games model has not been widely researched at the MTS level in Indonesia. Thus, a gap remains in the literature regarding the effects of Kahoot and Team Games Tournament (TGT) on students' verb vocabulary.

Through this study, the researcher aims to contribute, both theoretically and practically, to developing a more modern, interactive English-language learning model aligned with technological developments. The integration of Kahoot and Team Games Tournament is expected to improve not only students' verb vocabulary but also their motivation, participation, and confidence in learning English. Thus, this study will provide an empirical description of the effectiveness of integrating Team Games Tournament and Kahoot on students' verb vocabulary, particularly at MTs Miftahul Falah Bandung.

B. Research Questions

The following research questions were formulated to guide this study:

1. What is the students' verb vocabulary achievement before using the Kahoot-Based Team Games Tournament (TGT) cooperative learning model?
2. What is the students' verb vocabulary achievement after using the Kahoot-Based Team Games Tournament (TGT) cooperative learning model?

3. Is there a significant difference between the students' verb vocabulary achievement before and after using the Kahoot-Based Team Games Tournament (TGT) cooperative learning model?

C. Research purposes

The objectives of this study are as follows:

1. To determine students' verb vocabulary achievement before using the Kahoot-Based Team Games Tournament (TGT) cooperative learning model
2. To determine students' verb vocabulary achievement after using the Kahoot-Based Team Games Tournament (TGT) cooperative learning model
3. To determine the effect of the Kahoot-Based Team Games Tournament (TGT) cooperative learning model on students' verb vocabulary achievement

D. Research Significances

This research holds significant contributions, which are explained in the following points:

1. Theoretical Significance

This research aims to enhance the current knowledge in language education by improving verb vocabulary. It seeks to understand how different teaching models affect students' achievement in acquiring verb vocabulary, a fundamental element of effective communication. By exploring the relationship between the implemented teaching model and students' verb vocabulary achievement, this study highlights the importance of incorporating an interactive, cooperative learning model into vocabulary instruction.

Furthermore, the results of this research are expected to strengthen existing theories of student-centered learning, active engagement, and

meaningful learning. It provides valuable insights for future researchers interested in investigating related topics, thereby opening opportunities for further investigation and theoretical development in the area of English vocabulary achievement.

2. Practical Significance

a. Students

This study is expected to provide students with more engaging, enjoyable, and meaningful learning experiences. An interactive, collaborative learning model can increase classroom engagement while improving motivation and participation. As a result, students are expected to improve verb vocabulary achievement and become more confident in using verbs appropriately in oral and written communication. In addition, learning activities may foster collaboration, critical thinking, and responsibility when completing group tasks. Overall, this is expected to create a positive learning environment that supports language development and encourages continuous improvement.

b. Educators

Research findings are expected to provide valuable insights into the implementation and innovative learning models in teaching vocabulary. The findings may serve as practical guidance for teachers in designing lesson plans that are more interactive, collaborative, and student-centered. By applying the recommended strategies, teachers may increase students' engagement, improve classroom dynamics, and enhance overall learning outcomes. Moreover, this study may inspire educators to explore and adopt instructional approaches that suit students' needs and characteristics. It can also serve as a reference for

teachers seeking alternative methods to make vocabulary instruction more effective.

E. Research Scope

Research is limited to seventh-grade students at MTs Miftahul Falah as the research subjects. The investigation object focuses on students' verb vocabulary achievement as the target language skill. The treatment is implemented over six meetings and includes administering a pre-test, conducting learning activities using the proposed learning model, and administering a post-test. Therefore, this research does not cover other language skills, nor does it investigate vocabulary beyond verbs. Findings are intended to reflect students' verb vocabulary achievement within the context and duration of the treatment provided.

F. Conceptual Framework

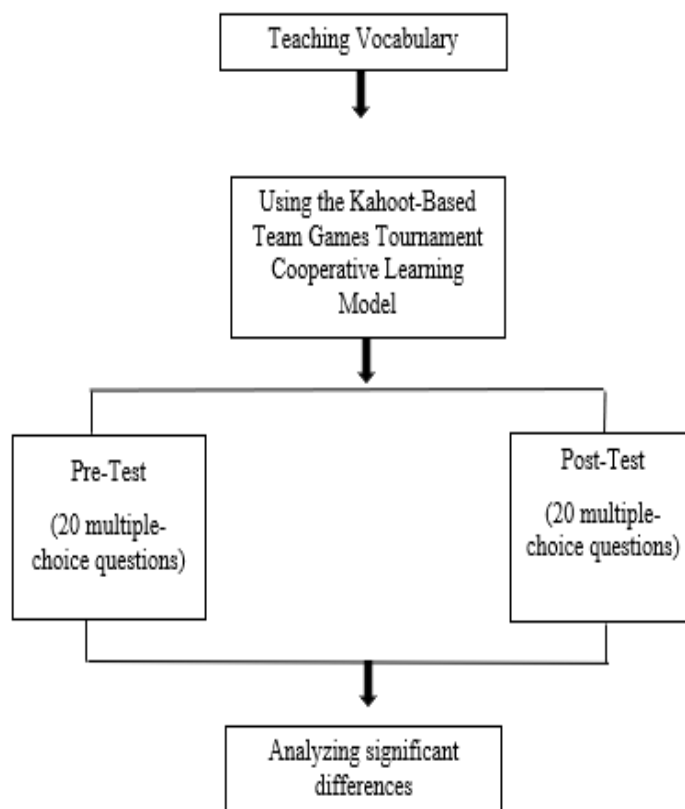


Figure 1. 1 Conceptual Framework

The conceptual framework is grounded in vocabulary learning theory, cooperative learning theory, and motivation theory. Vocabulary forms the foundation of language acquisition by supporting learners' ability to communicate meaningfully (Nation, 2001). In this research, verb vocabulary is selected because verbs are central to sentence formation (Thornbury, 2002).

To assess students' verb vocabulary achievement before and after the intervention, this study employs a pretest-posttest design. The pre-test measures students' initial knowledge of verbs, while the post-test assesses students' achievement after the intervention. The treatment uses the Kahoot-based Team Games Tournament (TGT) cooperative learning model. The Team Games Tournament (TGT), proposed by Slavin (1995), emphasizes teamwork, academic games, and tournaments. Through group interaction and peer collaboration, students construct knowledge together, aligning with Vygotsky's social constructivist theory, which emphasizes the importance of social interaction in learning.

Additionally, game-based learning theory supports integrating a game-based platform, as gamification elements such as competition, immediate feedback, and enjoyment enhance students' engagement and learning outcomes (Deterding, 2011). From a motivational perspective, Self-Determination Theory posits that enjoyable learning environments increase intrinsic motivation, which in turn positively affects students' learning performance (Ryan & Deci, 2020). Based on these theoretical foundations, this conceptual framework assumes that the Kahoot-Based Team Games Tournament (TGT) cooperative learning model leads to a significant improvement in students' verb vocabulary achievement, as indicated by the comparison of the pre-test and post-test results.

G. Hypothesis

This research posits hypotheses to examine whether the Kahoot-based Team Games Tournament (TGT) cooperative model affects students' verb vocabulary achievement. The hypotheses of this research are articulated as follows:

1. H₀ (Null Hypothesis): There is no significant effect of the Kahoot-based Team Games Tournament (TGT) cooperative model on students' verb vocabulary achievement.
2. H_a (Alternative Hypothesis): There is a significant effect of the Kahoot-based Team Games Tournament (TGT) cooperative model on students' verb vocabulary achievement.

H. Previous Study

A quantitative quasi-experimental study at STKIP La Tansa Mashiro compared an experimental group taught the Team Games Tournament (TGT) model with a control group receiving conventional instruction. Participants were second-grade students of an Islamic junior high school in Indonesia. The research examined the effectiveness of TGT in improving vocabulary mastery. Data were collected through a multiple-choice pre-test and post-test. Results indicated that the experimental group achieved higher average scores than the control group, while the t-test confirmed that TGT was more effective than the conventional approach (Kamal et al., 2022).

Similarly, Afifah & Atmazaki (2024) investigated the effect of Kahoot-based Team Games Tournament Type Cooperative Model on Indonesian Language Learning Outcomes. Published in the Journal of Languages and Language Teaching, the research involved students participating in collaborative learning supported by digital game-based quizzes. Academic achievement improved in both the high- and low-motivation groups. Greater participation, enthusiasm, and classroom interaction also created a more engaging learning environment.

Likewise, Agustina (2025) at SMPN investigated the effectiveness of the Team Games Tournament (TGT) in teaching vocabulary at SMPN 1 Diwek. Using a pre-experimental one-group pre-test/post-test design, the research involved 31 eighth-grade students. Vocabulary mastery improved considerably, with mean scores increasing from 50.00 to 80.48 after treatment. This improvement suggests that TGT promotes vocabulary learning by creating an enjoyable, competitive classroom atmosphere that strengthens participation, motivation, and learners' confidence.

Furthermore, Maemanah & Shofiana (2025) conducted a systematic review of 16 empirical studies in secondary schools in Indonesia. Evidence consistently demonstrated that Kahoot enhanced EFL learners' vocabulary mastery while increasing motivation, engagement, and classroom participation. Interactive features, including competition, immediate feedback, and digital quizzes, created enjoyable learning experiences that improved vocabulary retention and comprehension.

Moreover, Nabila (2025) examined Kahoot's influence on junior high school students' mastery of verbs and adverbs. Mean scores increased from 68.86 to 90.23 on the post-test, for an average gain of 21.364 points. A paired-samples t-test revealed a statistically significant difference between the two assessments. Additionally, an N-Gain score of 69.84% indicated a moderately effective level of improvement.

Overall, previous research consistently reports positive effects of Kahoot, Team Games Tournament (TGT), and their integration on vocabulary learning. Nevertheless, several gaps remain. Most investigations emphasize general vocabulary mastery or overall learning outcomes instead of focusing specifically on verb vocabulary achievement. Research in Madrasah Tsanawiyah is also relatively limited, particularly studies using a pre-experimental one-group pre-test and post-test design.

Unlike earlier investigations, the present research focuses specifically on students' verb vocabulary achievement through the integration of Kahoot and the Team Games Tournament (TGT) cooperative learning model. Conducted in a Madrasah Tsanawiyah setting, this research uses a pre-experimental design to provide additional empirical evidence on implementing cooperative learning combined with digital game-based learning. The findings are expected to enrich the literature and provide further evidence supporting effective strategies for improving students' verb vocabulary achievement.

