

CHAPTER I INTRODUCTION

This chapter discusses the research's background, questions, purposes, significance, conceptual framework, and previous studies.

A. Research Background

Vocabulary is a challenging aspect of English for students, making it crucial for language development. Vocabulary is the most critical component of language proficiency because it determines how well learners speak, listen, read, and write (Richard, 2001). An extensive and diversified vocabulary allows students to explain their thoughts precisely, comprehend complicated materials, and express ideas logically in written form. Additionally, a vast vocabulary improves listening comprehension by allowing people to understand subtle subtleties in spoken language. To address the issue of mastering vocabulary, various teaching methods and technology-based approaches have arisen to make learning more accessible and enjoyable for students who struggle with this component of language learning. In addition, negative attitudes about English studies, typically based on difficulty and exhausted decisions, constitute significant impediments to vocabulary mastery. Addressing these negative attitudes is critical to creating a happy learning environment and promoting vocabulary mastery (Rotgans & Schmidt, 2011). Innovative teaching tactics and technology-driven approaches are emerging to engage students and enrich their learning experience while acquiring this critical component of the English language.

Educational technology tools have become increasingly popular in recent years, one of which is Kahoot!, a platform famous for its ability to create interactive and engaging learning environments. Kahoot! is an online quiz platform founded in 2013 by SXSWedu, a startup company from Norway. Licorish et al. (2018) demonstrated the capacity of Kahoot! to enhance distance learning by improving classroom management, dynamics, motivation, and overall learning experience through distraction-free educational games. Sari et al. (2019) shows that Kahoot! improve student engagement and learning

outcomes in English language teaching. Educators and curriculum designers can benefit from using dynamic and engaging teaching methods, incorporating technology, and creating activities that make language learning fun and meaningful. It can help maintain a good outlook on English sessions, resulting in an environment conducive to adequate vocabulary mastery for students. Therefore, games are one approach to increasing students' vocabulary and making language learning more fun and meaningful. This study aims to explore EFL teachers' perceptions of the use of Kahoot! platform as a learning tool in class for vocabulary mastery.

This study found that using Kahoot! as a classroom learning tool at SMPN 1 Cileunyi significantly improved students' vocabulary acquisition. It is based on the writer's teaching practice at the school, which shows the Kahoot! platform in learning can provide real benefits in improving students' vocabulary acquisition. On the other hand, the findings also show that Kahoot! is generally viewed by teachers as a superior learning platform as it offers a dynamic and interactive experience. Although familiar in this school, this platform is more engaging than Quiziz, which tends to have a monotonous and text-focused presentation, so students get bored more quickly. In contrast, Kahoot! can increase student participation by incorporating game elements and visual stimuli, making learning more fun and effective, especially for vocabulary. Sari et al. (2019) found that teachers had positive opinions about Kahoot! in language courses, with many reporting increased student engagement and participation. In addition, according to Chen et al.'s (2017) research, Kahoot! not only increases students' involvement but also allows them to choose the participation mode that suits their preferences. Kahoot! game can increase class participation and make learning English vocabulary more fun. The results of this study provide a solid basis for understanding how teachers' perspectives on using Kahoot! in the classroom can significantly benefit the vocabulary learning process.

Several previous studies are related to this topic based on the research above. This previous research contains information and other insights that support this

research. The first is research conducted by Licorish et al. (2018); this study involved 14 students studying English, which provided a different comprehension of students' viewpoints on using Kahoot! Platform in the classroom as a teaching tool. Another research by Pede (2017) aimed to determine the impact of the online game Kahoot! on scientific word learning. The goal is to examine the effect of the scientific word-learning-based online game -Kahoot!- on students who struggled to learn physical science lectures in secondary school. The results showed that students were able to master vocabulary twice a week. So, the use of Kahoot! can improve students' attention and habits when they do assignments. Besides that, Smith, A. N., & Cavanagh, M. (2018) apply gamified learning theory and expand research that explores the benefits of gamification on student learning through testing effects using quizzes as a learning tool.

In addition, the research has several gaps with several studies, such as (a) most other studies discuss students' perspectives, whereas, in this research, the researcher concentrates on the experiences of teachers' perspectives on using the platform; (b) previous research employed a quantitative design, while this research utilized qualitative methods to explore and deepen the investigation thoroughly; (c) for data gathering, researchers use questionnaires, interviews, and observations; and (d) the case study approach is used for data analysis, while detailed descriptions of people and places limit in-depth exploration of a system based on extensive data collection (Creswell, 2012).

From the description above, the role of the teacher as facilitator is also vital to achieving the expected learning objectives by developing learning tools using the software as a supporting technology tool according to the predicted model. The learning model uses purposeful technology to improve students' problem-solving skills on the above problems. It is essential to create good learning tools based on difficulties by proper device development processes and models based on thinking. As explained above, this study focuses on "Exploring EFL Teachers' Perceptions of the Gamification Method Using Kahoot! as a Platform for Vocabulary Mastery". This study focuses on how the

English teachers at SMPN 1 Cileunyi perceive and implement Kahoot! Platform as a learning tool for vocabulary mastery in the classroom.

B. Research Question

The following questions derive from the research concern:

- 1) How do EFL teachers perceive the gamification method using Kahoot! for vocabulary mastery in the classroom?
- 2) How do EFL teachers implement the gamification method using Kahoot! for vocabulary mastery in the classroom?

In this order, the first question discusses teachers' perceptions and ideas about using Kahoot! for vocabulary mastery. In contrast, the second question explores teachers' practical implementations of incorporating Kahoot! in classroom activities.

C. Research Purpose

From the research questions above, this study aimed to obtain the following purposes:

- 1) To reveal EFL teachers' perceptions of the gamification method using Kahoot! for vocabulary mastery in the classroom.
- 2) To find out how EFL teachers implement gamification methods, such as Kahoot! for vocabulary mastery in the classroom.

D. Research Significances

This research has theoretical and practical significance, which is explained as follows:

1. Theoretical significances

They are exploring EFL teachers' perceptions of gamification methods using Kahoot! as a vocabulary mastery platform, which has important theoretical implications for language teaching. By exploring teachers' perceptions, the researcher can gain valuable insights into the perceived benefits and barriers of adopting gamification techniques in the language classroom. In addition, this research can contribute to the theoretical foundation for gamified learning environments by offering a different perspective on implementing gamification. Finally, this study has the

potential to inform curriculum development on the use of technology to optimize vocabulary learning in the classroom.

2. Practical significances

Practically, this research can be helpful to researcher and teachers.

1) To researcher

The practical benefit of this study's exploration of EFL teachers' perceptions of gamification methods implementing Kahoot! for vocabulary learning is that it provides valuable information for researcher to design focused professional development programs. Understanding teachers' attitudes, preferences, and barriers when using Kahoot! in vocabulary mastery allows researcher to provide customized training sessions and resources to enhance teachers' pedagogical skills to implement gamification techniques successfully. To the teachers

2) To Teacher

This research can inform EFL teachers about perceptions and how EFL teachers implement the gamification method using Kahoot! for vocabulary mastery in the classroom.

E. Conceptual Framework

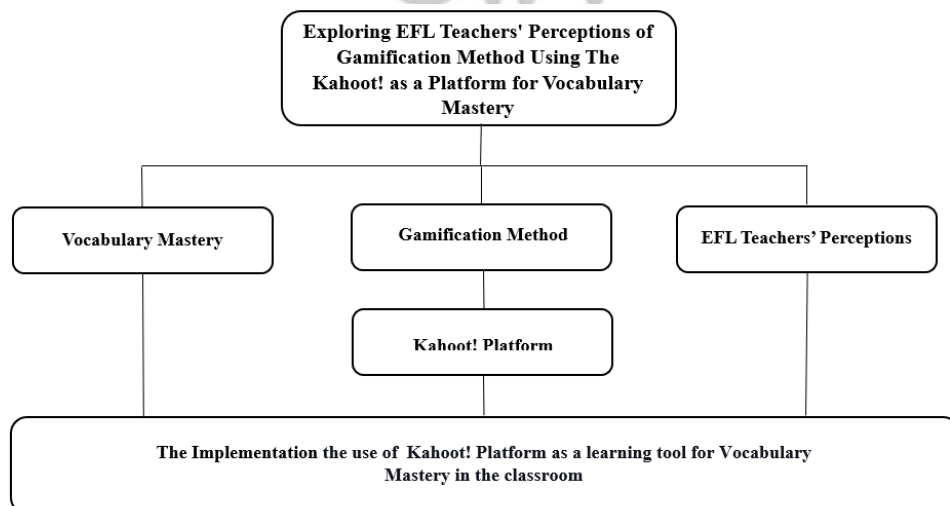


Figure 1.1 Conceptual Framework

According to Ratminingsih (2017), words form language; without language, humans cannot express their ideas to others. Vocabulary is the most critical aspect of language proficiency because it determines how well learners speak, listen, read, and write (Richard, 2002). Furthermore, according to Jumariati (2010), vocabulary is the most crucial part of learning a foreign language. According to Alqahtani (2015), vocabulary refers to the quantity of words needed to convey ideas and express meaning. In other words, as English learners, we must understand the words read in sequence. According to Sanusi (2009), guessing vocabulary from context is the most common method for learning the meaning of a new word. Kamil and Hieber (2007) define vocabulary as the knowledge of words and their meanings. Thornbury (2002) asserts that while some ideas may find expression through grammar, vocabulary remains indispensable for communication.

Meanwhile, according to Mawarni and Hartoto (2022), gamification is a popular learning strategy that can effectively integrate with learning assistance technology for implementation, especially in online learning. In addition, according to Deterding et al. (2011), "gamification" means applying game design principles to contexts that are generally not considered games. It may include introducing features like points, badges, leaderboards, narratives, and other game-like systems into activities or processes unrelated to traditional gaming. Matsumoto (2016) defines gamification as a tactic influencing and motivating people's behavior. Kapp (2012) defines gamification as "using game-based mechanics, aesthetics, and game thinking to engage individuals, motivate action, promote learning, and solve problems." Gamification can aid interactivity and participation in creating an engaging learning environment. Therefore, Kahoot! demonstrates this by using features such as questions, quick responses, and leaderboards to encourage student engagement and interest in learning, so Kahoot! can refer to gamification (Hamari et al., 2014).

Furthermore, Kahoot! is a web-based application that provides interactive services in the form of quizzes, discussions, or surveys that can be used as a medium to assist in learning activities (Í. et al., 2017). Guardia et al. (2019)

describe Kahoot! as a gamification tool that assesses students' abilities through online quizzes and optional assessments. In other words, Kahoot! is a straightforward web-based game for free online learning. The usage of Kahoot! significantly supports teachers in encouraging creativity and innovation in learning tools. Teachers can help their pupils feel at ease and inspired to succeed (Christiani et al., 2019). Therefore, Motivated individuals provided reasons for deciding to engage in relevant activities, invested effort, were persistent in activities, paid attention to tasks, showed a desire to achieve goals, enjoyed activities, and so on (Gardner, 2006, p. 243).

Moreover, Kahoot! Platform, an interactive and competitive game design, can increase students' learning motivation (Eilks & Byers, 2017). Teachers can encourage students to participate actively using a leaderboard and virtual rewards to create a positive learning environment. By adjusting the rules and providing feedback, teachers can optimize their use of Kahoot! without worrying about the outcome (Smith & Cavanagh, 2018). Teachers can increase students' social relationships by implementing team or group game features, offering opportunities to study together and encourage one another (Tobin & Capie, 2013). Kahoot! can also be used to improve formative assessments. Data acquired from student responses provides teachers with critical insight into students' levels of knowledge and provides timely feedback (Rosen et al., 2018). Teachers can build increasingly influential and relevant learning experiences by incorporating student feedback and personal reflection into classroom management practices (Dreon et al., 2013). Educators can develop more dynamic, interactive, and relevant learning experiences for students in this digital era by understanding the complicated interplay between Kahoot! Classroom management systems and tactics.

According to Isnaniah and Lutfi's research (2022), teachers' perceptions of Kahoot! as an online learning platform to improve students' vocabulary acquisition are generally positive. The literature review also showed that after using Kahoot!, both students and teachers showed positive views, significantly affecting vocabulary acquisition (Isnaniah & Lutfi, 2022). Kahoot! is

considered an effective game-based learning platform to improve students' vocabulary comprehension and mastery, as Situmorang and Simanjuntak (2023) suggested. Therefore, teachers appreciate the instant feedback from Kahoot!, which helps them quickly assess students' comprehension and change their teaching tactics.

Furthermore, English teachers try to use media technology in the ELT classroom to improve student enthusiasm, implement language skills, and create an independent learning environment (Sari et al., 2018). Hence, Kahoot emerged, recognized by Medina (2017) as a valuable tool for vocabulary teaching and learning in English language schools. Following that, additional evidence was presented in the study indicating that using Kahoot in the learning process can raise students' learning motivation and vocabulary. The research showed that EFL learners loved using Kahoot in the classroom learning process, that it was easy for students to use, and that students generally had a positive perspective of using Kahoot in the learning process and preferred learning with technology.

Finally, Kahoot! the gamified learning approach significantly improves students' vocabulary mastery, critical for language competency in speaking, listening, reading, and writing. Through the implementation of Kahoot! through interactive quizzes and games, teachers create an engaging environment where students actively participate in mastering vocabulary. Features such as leaderboards and virtual rewards motivate students to learn and remember new words. Kahoot! also provides quick feedback for teachers to assess comprehension levels and adjust teaching strategies. This study confirms teachers' positive perceptions of Kahoot! for vocabulary enhancement, with notable effects on student's comprehension and mastery. As a result, Kahoot! is gaining popularity as a platform for improving vocabulary learning, increasing engagement, and promoting interactive learning in the classroom.

F. Previous Studies

Several previous studies are related to this topic based on the research above. This previous research contains information and other insights that support this

research. The first significant study by Licorish et al. (2018) involved 14 students learning English, which provided a different understanding of the students' perspectives. These findings shed light on the impact of incorporating Kahoot! on student engagement and participation in the EFL classroom. By focusing on students' experiences, this research contributes valuable insights that complement the teachers-centric perspective explored in the study. The research is essential for understanding the multi-faceted dynamics of integrating technology-based platforms such as Kahoot! for effective classroom management in EFL education.

Another research by Sartini (2020) examined how to use Kahoot! platform in maritime English learning. The study improved the maritime skills cadets' speaking abilities, as evidenced by increased marine vocabulary. The findings of this study show that using Kahoot quizzes makes classroom learning more interactive, engaging, and effective because there was an increase from the first cycle to the second cycle, as evidenced by the increasing number of correct answers provided by the cadets. As a result, their language mastery increased. Kahoot improved the cadets' vocabulary, which helped them speak correctly and increased their passion for learning Maritime English. Finally, implementing an online gamification-based Kahoot quiz for maritime cadets at the Yogyakarta College of Shipping affected vocabulary mastery and practical communication abilities.

Moreover, Putri (2020) looked into the influence of quantitative approaches to assess students' efficacy with Kahoot! This study uses a precise quantitative method to analyze the outcomes of the numerous data sources. These findings highlight the inherent advantages of quantitative approaches, which allow for systematic variable measurement and statistical evidence to support observed differences. This study also emphasizes the ability of quantitative methodologies to provide a more objective and organized evaluation of the influence of teaching instruments, revealing differences in student engagement, comprehension, and overall learning results. This study serves as an essential

reference point, emphasizing the significance of applying the quantitative technique to discriminate in a measurable and replicable manner.

Furthermore, according to Smith, A. N., & Cavanagh, M. (2018), gamification emerged to improve learning content in educational environments. However, the theoretical basis regarding the proposed effects of gamification still needs to be improved. This paper applies gamified learning theory and expands research that explores the benefits of gamification on student learning through testing effects using quizzes as a learning tool. The researcher assumed that students completing gamified quizzes would complete more quizzes and, through the benefits of the testing effect, would demonstrate better learning.

In addition, according to Prasetyo, A. (2022), the design used for research is a particular procedure involved in the research process: data collecting, analyzing data, and writing reports. This research uses a quantitative research approach with experimental research methods. Practical research methods define methods used to seek the effect or specific treatments on others under controlled conditions. In this research, the researcher used quasi-experimental methods to see the effectiveness of using Kahoot! the influence of learning games on learning achievement. This research aims to obtain information from a sample of three teachers about how Kahoot! Game effectiveness of student learning games English achievement.

Moreover, Katemba et al. (2022) showed that their study attempted to determine when male and female students learn language similarly using Kahoot! Game. The study sought to determine whether there was a significant difference in vocabulary improvement between the male and female groups. Sixty-eight seventh-grade students underwent a pre-test and a post-test in this quantitative study. The results demonstrated a substantial difference in vocabulary gain between female and male students, indicating that the Kahoot! the game is an excellent tool for teaching vocabulary.

Apart from that, the research has several gaps with several studies, such as (a) most other studies discuss students' perspectives, whereas, in this research,

the researcher concentrates on the experiences of teachers' perspectives on using the platform; (b) previous research employed a quantitative design, while this research utilized qualitative methods to explore and deepen the investigation thoroughly; (c) for data collection, researchers use questionnaires, interviews, and observations; and (d) the case study approach is used for data analysis, while detailed descriptions of people and places limit in-depth exploration of a system based on extensive data collection (Creswell, 2012).

