

# CHAPTER 1

## INTRODUCTION

This chapter deals with the background of the study, statement of problems, purposes of the study, scope and limitation, significance of the study, and the definition of key terms. Each point will be presented as follows:

### 1.1 Background of Study

vocabulary learning has an important role especially for junior high school students. according to a research study Amelia et al (2023) explains that vocabulary learning has an important role in language mastery, academic success, and overall communication skills, the use of effective learning strategies plays an important role in improving and fostering students' interest and motivation to learn. Some of the problems faced by students that become obstacles when learning vocabulary are covered by several problems that occur in the learning environment. As explained by Sartika et al (2023), lack of knowledge of vocabulary in students can cause difficulties in speaking and writing, lack of motivation during the vocabulary learning process, then ineffective learning methods have been proven to further complicate the vocabulary learning process, then there are problems with pronunciation and spelling, therefore components are needed to overcome these problems. These problems are often related to low comprehension accuracy in students, where they will experience difficulties understanding the meaning, spelling, or correct use of words according the context. Improving vocabulary

accuracy is important for building the basic foundation of students' English learning. According to Dindar et al., (2021), vocabulary accuracy in the context of language learning refers to a learner's use and understanding of vocabulary, which is directly related to learning achievement in acquiring English learning. Therefore, this study focuses on improving students' vocabulary accuracy which refers to their ability to understand, remember, and apply English vocabulary correctly through the Kahoot gamification method.

To overcome the problem of inhibiting vocabulary development in students, it can be concluded that there is a need for teaching media that can provide learning motivation to students. by using the gamification method, researchers are convinced that it will create effective learning, in accordance with research that has been revealed by a study from (Kusumayanthi & Rusmiyati, 2021), explaining that gamification provides a significant increasing effect on the results and learning process, especially in the use of the Kahoot application which provides features that combine interactive learning elements while playing and increasing students' learning motivation.

Gamification has established itself as frequently applied in the world of education, this method is used to increase student involvement in learning. In the field of English education, gamification itself is a fairly effective method for increasing students' vocabulary (Thi Quynh & Thị Quỳnh, 2022). Research shows that including gamification elements in learning can increase students' motivation, participation, and overall learning experience (Thiagarajah et al., 2022). By introducing gamification in learning, teachers can match students' interests which

can provide interesting and effective learning (Murillo-Zamorano et al., 2021). As a result, using games in language learning is potentially effective in helping students to increase their learning motivation. Hence, the gamification method is suggested to be implemented in English classes.

In its pedagogical approach, gamification emphasizes game elements in an educational context to increase motivation, engagement and learning outcomes, especially in the field of English vocabulary (Dichev & Dicheva, 2017). Therefore, it is hoped that this gamification method can provide facilities to improve vocabulary with elements of feedback, points, and narratives. This application can improve students' skills in understanding vocabulary more deeply (Govender & Arnedo-Moreno, 2021). The introduction of gamification methods has been recognized as motivating students for their success in the learning process (Buckley & Doyle, 2016). The gamification method in teaching English vocabulary provides an approach to involving students, increasing the learning experience and students' English skills.

The use of game methods as a tool to develop the acquisition of English vocabulary is a topic highlighted by several studies, game-based learning has a positive impact on students (Hashemi, 2021). The game has proven to be interesting and fosters students' desire to learn languages (Patra et al., 2022). Several research cases show that game-based learning also helps vocabulary understanding in dyslexic children using the spaced repetition method (Yang et al., 2016). Several games were applied in many studies, in the English vocabulary training system applying the mobile game method which has proven its effectiveness (Wu, 2018).

Furthermore, there is the video game Player Unknown Battleground (PUBG) which is proven to also influence the renewal of students' English vocabulary when they use it in the game (Putra Perkasa & Rahman Nur, 2020). The next example of a game highlighted is Kahoot in word games, which increases retention, memory, interest, motivation in learning vocabulary in English (Ahmed et al., 2022). In conclusion, there are various gamification approaches to improve English vocabulary learning, which are referenced from a number of studies such as applications, mobile games, and methods such as spaced repetition. From several test examples, it is clear that the elements of gamification have been proven to be able to hone and develop students' vocabulary skills in learning English.

Based on the literature review, the gamification method can show its effectiveness in increasing vocabulary in learning English. The gamification method itself has a positive impact on the learning process by implementing gamification elements such as games, competition, and collaboration in the classroom (Sailer & Homner, 2020). Then there is a research study conducted by Rivera & Garden (2021) explaining the results of research using quantitative and qualitative approaches showing that gamification improves learning outcomes, motivates and effectively performs the learning process of students while learning English vocabulary. So in conclusion, the two literatures that have been reviewed show harmony where gamification methods both have good strategies for increasing English vocabulary in students as a whole.

Several theories state that gamification has a positive influence on increasing vocabulary. Research has seen positive results in using gamification

methods approaches in language learning, such as student motivation and engagement (Yacob et al., 2022). They have conducted research entitled “Gamifying ESL Classroom through Gamified Teaching and Learning”. Using their review of past literature explores the application of gamification or gamified learning in ESL teaching and learning. Based on their research reviewing past literature where the application of gamification helps students foster motivation for active participation from students. In conclusion, this gamification can encourage active involvement from students effectively.

In research, the use of gamification in e-learning also emphasizes the positive influence in maintaining the involvement of students' learning motivation (Hasegawa et al., 2015). They conducted research entitled “An English Vocabulary Learning Support System for the Learner's sustainable motivation”. By using system development and also collaborating with SNS to collect data on application usage behavior to maintain motivation to learn vocabulary. Based on this research, the formation and design of applications can help students who experience difficulties in learning vocabulary continuously. The application developed by researchers will also be released on the Google Play Store in general, and the application will continue to be developed to suit its use in increasing English vocabulary.

The gamification method also emphasizes the effects of cooperative and competitive learning on English vocabulary learning (Dindar et al., 2021). Conducted research entitled “An experimental study on effects of gamified cooperation and competition on English vocabulary learning”. Using experimental

methods on 75 participants from different universities in China using applications (The Baichizan and We Chat) over a period of 14 days. This research aims to determine the role of application elements in the gamification method to improve English vocabulary skills.

In research by Fu et al (2021) said that both players and game observers said that the performance of gamified English vocabulary learning showed a positive impact compared to non-gamification approaches in learning outcomes. Conducted by research entitled “Perceptions of non-English major college students on learning English vocabulary with gamified apps”. Using qualitative methods, the research analyzed data and interviews of 53 students in China. Based on this research method, improvements were found to increase vocabulary in English, consisting of motivation, collaboration, and the formation of study habits in students. In conclusion, gamification plays a positive and significant role in the process of learning English vocabulary for students.

Research says that students' perceptions of gamification in the classroom focus on intrinsic motivation and increasing self-efficacy in gamification pedagogy (Putra & Priyatmojo, 2021). Conducted by research entitled “Students’ perception toward gamification applied in English language classroom”. Using qualitative methods, their research included online questionnaires and interviews with 30 students. Their study used Quizziz and Kahoot web technologies which were applied to students. The results found that the majority of students showed the perception that gamification plays a positive, effective and fun role in learning in class, this shows that the gamification method has a very positive role for students.

In essence, these studies provide the idea that gamification is a strategy to increase knowledge of new vocabulary and help improve students' understanding of vocabulary in learning English.

Kahoot is an application that can be downloaded or used on a website which aims to involve game elements in the students' learning process (Artati, 2021), with research entitled "The Effect of Kahoot As an Ice Breaker on EFL Students' Motivation" using experimental research methods using posttests to collect and analyze data using questionnaires, and statistical analysis to determine the differences between the use of Kahoot and conventional learning, where it was found that the use of Kahoot as an ice breaker is very effective in increasing EFL students' abilities and motivation in the learning process. This motivates this research to use Kahoot media as a learning medium to help the process of improving students' vocabulary. In this essay, it explains that teaching vocabulary is how teachers teach students about the meaning, use, and understanding of words in a language.

According to Melisa et al (2023), Kahoot as an online learning platform that teachers can use to develop and improve students' vocabulary knowledge in their learning process in class, this method provides dynamic and interactive activities and provides interesting experiences for students. Motivation is needed by students to maintain the quality of learning and improve a positive learning environment. With research entitled "EFL Teachers' Perceptions Of Kahoot As An Online Learning Platform In Increasing Learning Engagement Toward Enhancing Vocabulary Knowledge" uses a qualitative research data collection method by

collecting data from experienced teachers in using Kahoot. It was found in the results that, Kahoot's role is very valuable in the process of teaching vocabulary to English language students, students can participate in learning with full motivation and improve students' abilities. The assessment features that teachers use in Kahoot add to the flexible and practical impression of the Kahoot platform. It can be concluded that this research uses Kahoot as a testing medium for increasing vocabulary because it follows previous research that Kahoot is effective in use and the results provided to students to increase students' English vocabulary.

The key aspect explained in research by Hermosisima et al (2023), is that online teaching is the delivery of educational material or instructions via digital platforms via the Internet. By using the role of technology which can be accessed remotely, online teaching also has flexibility and accessibility which allows students and teachers to be involved in comfortable learning activities. This includes live video methods, discussions, presentations, multimedia, assessments, and easily accessible learning tools. With research entitled "Enhanced Learning Continuity Framework Using Online Teaching as Alternative Delivery Modality" uses a qualitative survey method to identify participants' experiences in online modular education. It can be found in research that the application of online teaching can improve the performance of students' learning outcomes because of the easy access and flexibility of using online teaching learning media. It can be concluded that the reason for this research is to use online teaching because the elements in online teaching are so practical and efficient, which makes it easier to

assess and analyze data more efficiently, and also supports interactive and distance learning which is relevant to the current digital era.

From several research gaps on gamification can improve students' vocabulary, although most of them contain definite effectiveness and positivity, but further research is still needed whether gamification can provide effectiveness and positivity in the long term, therefore this study aims to measure effectiveness, compare gamification learning outcomes with conventional ones, and analyse the impacts obtained by students after using gamification methods in their learning process. and it is hoped that this study can contribute with real field evidence, provide alternative learning ideas, and can help develop technology in learning methods that provide impressions, experiences, and student learning motivation. Overall, the findings in various studies on the use of gamification methods to improve English language learning have had a positive impact for the most part. This also provides cooperative and competitive learning effects among students in the class. Thus, gamification has provided positive effectiveness as a method for learning vocabulary in English. However, this is what motivates why this research is important because further investigation is still needed regarding the processes underlying gamification research, what the long-term impact of the method is, and how effective it is for the process of improving English learning with gamification methods.

## **1.2 Statement of Problem**

Based on the background of the study in the preceding statements, several research problems emerged as follows:

1. How effective is the gamification method using Kahoot in improving students' vocabulary accuracy skills in the English learning for junior high school, and what are students' perceptions of its use?

## **1.3 Purpose of the Study**

The purpose of this study should be stated clearly from the beginning as the principal guidance of this study. In line with the statement of problems above, the purposes of the study are formulated as follows:

1. To find out how effective the use of gamification method using Kahoot is in improving students' vocabulary accuracy learning at junior high school, and explore students' perceptions of this method during their learning process.

## **1.4 Significance of the Study**

After conducting this research, the researcher expects that this study may contribute some benefits to English teaching and learning as follows:

1. The school

This research will help provide insight into schools regarding the use of gamification methods using Kahoot in increasing understanding in English language learning, as well as provide recommendations for improving teaching to be more effective in engaging students at junior high school.

## 2. English department

This research can provide important ideas for the English department of English education study programs in expanding knowledge of the application of gamification methods to improve English vocabulary learning in schools. Also, this research can be a reference for staff and lecturers in designing a curriculum that is more effective in using it in a teaching context to expand students' knowledge and experience in learning.

## 3. The next researcher

For future researchers, it is hoped that this research will become a reference for the development and reference of sustainable research in the future.

### **1.5 Scope and Limitation**

Based on the previous problem formulation, the researcher considered establishing the scope and limitations of this research. The scope of this research focuses on Gamification methods by English teachers based on the curriculum. Meanwhile, this research is limited to teaching English vocabulary accuracy in first grade at junior high school. Researchers investigated the sequence of teaching English vocabulary through gamification methods based on the curriculum in the 2025 academic year along with problems and solutions. The aspects of understanding measured in this study focus on accuracy, which includes students' understanding and use of correct vocabulary according to context.

### **1.6 Definition of Key Term**

1. The definition of gamification is the concept of a learning method that involves game elements into the learning process, also gamification acts as a game idea from an academic and practical perspective (Huotari & Hamari, 2017).
2. Vocabulary is closely related to language learning, where vocabulary learning contributes to the mastery of language and communication skills (Yan & Yi, 2020).
3. Kahoot is an application that can be downloaded or used on a website which aims to involve game elements in the students' learning process (Artati, 2021).
4. Online teaching is the delivery of educational material or instructions via digital platforms via the Internet (Hermosisima et al., 2023).
5. vocabulary accuracy in the context of language learning refers to a learner's use and understanding of vocabulary, which is directly related to learning achievement in acquiring English learning (Dindar et al., 2021).