Chapter One

Introduction

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, it provides the background of the research, identification of the problem, limitation of the problem, research question, objective of the research, and significance of the research. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the research

In today's technology focused world, teaching and learning cannot be separated from media. In the learning process, teachers usually use media to facilitate what students learn. Besides, the teaching and learning should integrate the technology. Technology has been used by people in their daily life. Moreover, education has to take a part using technology. Examples from technology are device, multimedia, and online application. The application of the use of technology in learning can be the use of devices such as gadget, tab, screen and the other things. In addition, learning can also use multimedia such as CD players, tape recorder, and others. Regarding the application used on online application, the teachers usually use in class are Padlet, Socrative, and *Kahoot!*.

Kahoot! is one of the online tool applications used in education in term of any part of the learning process. *Kahoot!* is used by the teacher as an ice breaker in class, formative assessment, and social learning in classroom. Sabandar, Supit and Suyana (2018) supported that *Kahoot!* is one of game-based learning platform

which is really useful for the users such as the teachers and students. This application is designed to review and assess the knowledge of students after learning. *Kahoot!* provides four kinds of form namely quiz, discussion, survey and jumbles. From the statement mentioned above, *Kahoot!* is an online application which can be used together in class.

From the researcher experience, *Kahoot!* is always used in classroom by the teachers to support the teaching and learning process. In third semester, the researcher is asked by the teacher to use *Kahoot!* in order to pass the course in digital technology. *Kahoot!* is introduced as one of teaching media for future teachers as an application of the technology use. *Kahoot!* is not only used in semester 3 by digital technology course, but also it is used in some other courses in the researcher's department such as language research, instructional design, and academic reading and writing. Usually, the teachers use *Kahoot!* as a tool to review the material as an ice breaker before explaining the material in order to assess the learners' knowledge.

Based on the researcher's observation, there were some problems sometimes faced by students during the use of *Kahoot!* in class activity. Those were low internet connection to access *Kahoot!* and the problem of laptop use. Regarding the problems mentioned, the students feel enthusiast when the result has been appeared after answering the question, and their answers are true. At the end of *Kahoot!* quiz, the students can see the 1st to the 3rd rank. Moreover, if their names do not exist, they will learn the material more to get better result for the next meeting. Therefore, *Kahoot!* can motivate the students to learn the materials more.

There are some benefits to use *Kahoot!* in the learning process which can really help the teachers in classroom activity. Regarding the study conducted by Damara (2016) about the students' perception on the use of *Kahoot!* as an ice breaker in movie interpretation class, it found that from sixty-six students, more than 80% students agreed to use *Kahoot!* which is able to help them in understanding material well. Another finding showed that more than 90% of the students agreed to use kahoot! which makes the students enjoy the learning activities. From the satement mentioned, another study conducted by from Zarzycka-Piskorz (2016) found that seven in ten of 112 students felt motivated to learn grammar after playing *Kahoot!*. From two researches mentioned above, it can be concluded that using *Kahoot!* in learning process has some benefits to help the teachers in teaching and learning process.

To get maximum results, the students need to know how to operate *Kahoot!* in the language learning. For the students who do not understand how to operate *Kahoot!*, it can be the potential challenges for them to face in learning process. In this case, the teachers should explain briefly to the students first about the use of *Kahoot!* in order to make them understand. As the reason, this research is crucial to be conducted because it enables the teachers and researcher to see how to use of *Kahoot!* implemented in language learning. Therefore, the reseracher is interested in conducting the research on investigating the students' perception on the use of *Kahoot!* in English language learning based on several reasons and phenomena appreared.

Statement of the Problem

Kahoot! is online application used by the students in an English Language Education Department (ELED) of a private university in Yogyakarta. Based on the researcher's observation, the use of *Kahoot!* in English language learning at ELED class has been conducted by some lecturers. They use *Kahoot!* to be ice breaker, assessment tool, and quizzing material. The lecturers believed that *Kahoot!* will give positive effect towards learning. However, the use of *Kahoot!* also has the challenges such as problem in their personal computer when access *Kahoot!*, poor internet connection, and too quick question. Hence, it is important to know the students' perception about the use of *Kahoot!* in language learning in order to be familiar on how it is implemented well.

Limitation of the Problem

This research focuses only on investigating the students' perception on the use of *Kahoot!* in English language learning although the way to evaluate the use of *Kahoot!* can be used for the teachers' and students' perspective. This research aims to find out the benefits and challenges on the use of *Kahoot!* in English language learning.

Research Questions

Based on the research background above, the researcher concludes several research questions as follows:

1. What are the benefits on the use of *Kahoot!* in English language learning as perceived by the students?

2. What are the challenges on the use of *Kahoot!* in English language learning faced by students?

Purpose of the Research

Based on the research questions, the objectives of the research are:

1. to investigate the benefits perceived by students on the use of *Kahoot!* in English language learning at ELED of a private university in Yogyakarta.

2. to explore the challenges faced by students on the use of *Kahoot!* in English language learning at ELED of a private university in Yogyakarta.

Significance of the Research

This research is aimed to give positive advantages for some parties such as the lecturers, students, and other researchers.

For the teachers. By knowing the benefits of the Use of *Kahoot!* in English language learning, it can be one of additional information for the teachers to use *Kahoot!* as teaching media. Besides, the existence of this research is expected to help teachers to gain knowledge about the benefits and challenges of using in language learning. From this research, it can also give whether *Kahoot!* is suitable to be used as the teachers' teaching media in English Language learning or not. Additionally, this research can be useful for the teachers as a reflection to their teaching. Moreover, this research can be an evaluation for the teachers on how they should teach and introduce the use of *Kahoot!* to the students in teaching and learning process.

For the students. The existence of this research is expected to help the students to gain knowledge about the benefits of using *Kahoot!* for the students to their learning process. Besides, the students are able to know challenges of using

Kahoot! as English learning media from this research. By reading this research, the students can know *Kahoot!* as one of learning media in learning process. Additionally, the students are able to know that *Kahoot!* can make the learning process to be more fun. Also, the students can practice to learn English using *Kahoot!* as English language learning media independently.

For other researchers. Conducting this research, other researchers can know the use of *Kahoot!* as learning media in teaching and learning process. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Besides, other essential findings can come as the comparison results for other researchers. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards the benefits and challenges of using *Kahoot!* as learning media related to the same area of this research.

Outline of the Chapters

This study consists of five chapters. Chapter one discussed several points of the main problem from the research. It is divided into research background, statement of the problem, research questions, purpose of the research, significance of the research and outline of the research. Chapter two discusses literature review and conceptual framework. Chapter three discusses the research methodology in this research. There are five sections namely research design, research setting, research participant, data collection method, data collection procedure, and the last is data analysis. Chapter four discusses report the findings according to the data analysis and the discussion of the findings. The findings was categorize into

two. The first one is the researcher report the benefit on the use of *Kahoot!* perceived by students in English Language Learning. Second part, the researcher report the challenges face by students in English Language Learning. Chapter five concludes overall result of the finding and suggestion from the researcher also included.