

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter consists of six sections, which are: the background of the study, which discusses general information, phenomena, and the reason why the researcher chose this topic, including supporting statements from related previous studies; identification of the problem; and delimitation of the problems in this investigation. The researcher also discusses the focus of the problem to be investigated. There are also two research questions and a research objective for this study. The significance of the research and organization of the chapter is also discussed in this chapter.

#### **Background of the Study**

The pace of technological development is accelerating as while enter industrial revolution 4.0. In modern society, the world and technology have become interconnected (Gibson & Smith, 2018). Besides, games-based learning designed to promote a sense of collaboration and exploration are becoming more and more popular in education due to the rapid rise in accessibility and affordability of interactive technologies. Because some students are already adept at using mobile technology, this makes the learning environment more competitive and dynamic by using a variety of new technologies, including learning applications, to help their learning. The Kahoot application is one example of how teachers can use technology to create engaging lessons and assess student learning. Thus, Kahoot can help teachers in learning evaluation activities become more interesting, interactive, conducive, and easier to monitor student learning outcomes (Dewi & Mujib, 2018).

Kahoot is an online learning platform or an educational website offering games and quizzes, initiated by Johan Brand, Jamie Brooker, and Morten Versvik in a project with the Norwegian

University of Technology and Science in March 2013 (Rafnis, 2019). Currently, there are 1.6 billion students who have used Kahoot applications, as well as 70 million teachers (Fauzan, 2019). The main objective of the Kahoot application is to inspire students to win, which will help them pay attention to the content that teacher presents in class and motivate them to keep learning after class. The Kahoot application can be used for several types of assignments, such as online quizzes, surveys, and discussions that can be used individually or in groups (Putri & Muzzaki, 2019). Also, Kahoot can be used as an evaluation tool during the learning process for practise questions, subject understanding, remedial tests, and other tests.

Besides, one benefit of using the Kahoot application as a learning tool is that it might improve the mood in the classroom. In addition to its benefits, Kahoot has some limitation that eventually prevent teachers from using it to educate, including the fact that not all teachers are knowledgeable about technology, that some schools lack suitable equipment, and that there are only a limited number of session times available (Bahar et al., 2020). Therefore, teachers must be able to employ technology-based learning resources, including Kahoot, and they must be aware of the constraints and possibilities that come with doing so.

Regarding that, the phenomenon for this study was discovered during the researcher's internship at one of Yogyakarta's vocational schools. Kahoot is the application most often used by English teachers at this school. The teacher used Kahoot to evaluate student understanding and make Kahoot a variation in teaching. In this case, students become more competitive and motivate to learn English, and the learning process become more interactive, because it provides engaging features. However, there are several things that limit teachers use of Kahoot in the classroom, such as the teacher's lack of knowledge about Kahoot, time consuming; teaching methods that are still monotonous; differences in devices used by teachers and students; students not focusing while studying English; and the teacher still used the free version of Kahoot. Thus, each participant experiences different benefits and barriers because they have different abilities and availability

when utilizing Kahoot.

Furthermore, many researchers have conducted research from the teacher's point of view, especially regarding the advantages and disadvantages of Kahoot. However, research that focuses on teacher perspectives and discusses the benefits and barriers of this major has yet to address this issue. Especially in interviewing English teachers at vocational high schools, where students are basically only interested in their respective fields and think English is more difficult than the vocational practice they do. Therefore, this research investigates the benefits and the barriers of Kahoot faced by the teachers in teaching and learning English as their second language.

### **Identification of the Problem**

The application most used by English teachers at this school is Kahoot. Based on the researcher's interview, teachers used Kahoot as a teaching variant and a tool for students' learning evaluation. Teachers also think Kahoot enhances learning because it offers interesting features that make students more competitive and motivated to learn English and make the learning process more interactive. However, there are also barriers to using Kahoot, which limit teachers. Teachers most often experience problems with their gadgets and internet connections. Due to teachers' different device capabilities, technical errors, and internet or wi-fi errors might happen at any time and cannot be anticipated. Therefore, to implement Kahoot effectively in the classroom, it is significant to analyse and investigate the teacher's point of view about this tool.

### **Delimitation of the Problem**

The researcher limits the problem to make this discussion more detailed. First, the researcher examines the benefits and the barriers faced by the teachers. Second, the researcher exclusively looks at Kahoot usage in the classroom, which is a learning application that often used by the teachers for evaluate students. Third, this research's participants are five vocational high school English teachers and their perspective of those who already know and used Kahoot

applications. Also, the tools are based on their purpose and accessibility in teaching. As a result, this research emphasizes the significance of using Kahoot in evaluate student understanding and make it a media tool so that it is more varied while at the same time being able to be introducing and supporting students' learning through engaging game-based learning application, which is Kahoot.

### **Research Question**

The researcher is interested in learning more about the English teacher's perspective on the use of education technology in teaching English as a second language using two research questions, as follows:

1. What are the benefits of using Kahoot application in the English teaching and learning process for vocational high school teachers?
2. What are the barriers perceived by vocational high school teachers towards Kahoot application in the English teaching and learning process?

### **Research Objectives**

The aims of this research are to investigate vocational high school English teachers' perspectives and examine the benefits and the barriers faced by the teacher in their teaching using Kahoot.

### **Significance of the Research**

Based on the objectives and statements to answer the two research questions that the researcher made, the significance of this research are for:

#### ***English Teachers***

This research helps teachers better understand how to use Kahoot, apply it to the classroom, and improve teaching through better strategies. The research also shows additional information on how to integrate technology into education, which teachers can use when using technology to teach

English in the future.

### ***Students***

This research can also be helpful for students because it can help slower students since it can offer a more customized learning environment, encourage students to complete the assignments, encourage their autonomous learning, and improve students' engagement and critical thinking. Students are also expected to develop their learning using more technology in order to improve their understanding of English. Moreover, the students can be more interested in learning English through technology.

### ***The Future Researchers***

This research will become a reference for future researchers who discuss Web 2.0 especially gamification platforms in teaching English in their papers. Besides, conducting this research can also encourage future researchers to conduct research on the implementation of educational technologies in the same research area.

## **Organization of the Chapter**

Chapter one provides the background to the research on how the English teacher at the vocational school sees Kahoot, the benefits and the barriers faced by the teacher, and the interest that motivated the researcher to analyze. This chapter also includes a research question, research objectives, the significance of research, and the organization of the chapters.

The second chapter examines the theories that guided the development of this study on the benefits and the barriers of Kahoot in teaching English. This chapter has detailed the benefits and the barriers of Kahoot for teaching and learning English. Besides, the research approach is detailed in chapter three. This chapter is divided into six parts. These study designs outline the research design, research setting, research participants, data collection technique, data collection procedure, and data analysis.

The researcher' findings and discussion are presented in chapter four. There are two results from this study. The first findings relate to a vocational high school English teacher's perception of the benefits of using Kahoot in the classroom. A second finding relates to the barriers a vocational high school English teacher faces when using Kahoot in the classroom.

The most important findings of the study are summarized in the conclusion that is mentioned in chapter five. In addition to summarizing the findings in chapter four and providing recommendations for future research, the researcher hopes that future researchers will be more interested in the English teachers' investigation.

