

Chapter One

Introduction

This chapter presents the introduction of the research. The research background outlines why the researcher wishes to undertake this research. Identification of research problems indicates a topic research issue. The limitations of the study are outlined in the problem description. The research formulation includes research questions. Observing the research objectives is the research objective. The researcher then discusses the relevance of the research in terms of its advantages. In the concluding section, the researcher discusses how this research is organized.

Background of the Research

Media and education cannot be separated the world of today, where technology is at the center of everything. Most of the time, teachers use media to help students learn during the learning process. Besides, the teaching and learning should integrate the technology. Technology used by people in their daily life. Moreover, education can take a part for use technology. The word of education also used of multimedia like tape recorders, CD player, and others (Hidayati & Wuryandari, 2021). For example Padlet, Socrative, and Kahoot! are the online applications that teachers typically employ in class (Ismatullaeva & Yusupovich, 2019).

Kahoot! is one of the educational online tool applications use for any aspect of the learning process. Kahoot! is use by the instructor as a class ice breaker, for formative evaluation, and for social learning in the classroom.

Ahmadi (2018) supported that Kahoot! is one of game-based learning extremely beneficial to users, including students and teachers. Students' knowledge can be reviewed and evaluated used this application after learning. Kahoot! consists of four different types of forms: a quiz, a discussion, a survey, and jumbles (Kahoot! Team, 2018). Based on the previous statement, Kahoot! is one of online tool that students can used in class together.

From the researcher experience, Kahoot! is used in the classroom by the teachers to support the teaching and learning process. In junior high school , during an internship at junior high school the researches asked by the teacher to use Kahoot! in the English class. The teachers typically employed Kahoot! as a means of reviewing the material before explaining it in order to assess the students' knowledge. Based on the researcher's observation, there was some problems sometimes faced by teacher during the use of Kahoot! in class activity. These were low internet connection to access Kahoot! and the teacher feel enthusiast when the quiz start to end. From the students not interested in the material because the media is not unique and made students bored in the classroom. The last is students and teachers couldn't discussed with the teacher. Moreover, material from the Kahoot! many features from teacher explore the material.

There are some benefits to use Kahoot! as a Game-based learning through online gamification in modern era to enhance engagement, motivation, joy, and concentration. It is used in two different ways: as a break from traditional classroom activities or as a formative assessment to evaluate student knowledge

(Ismail & Mohamamad, 2017). Zarzycka-Piskorz (2016) found that playing Kahoot! inspired seven out of ten of 112 students to learn grammar. It has the fundamental game elements and is simple to use for both parties: a reward, points, a leaderboard, and immediate feedback. Thus, to fill this gap the researcher wants to explore the use of Kahoot! in teaching and learning process. This research was aimed to investigate about the use of Kahoot! application in the teaching and learning English.

However, to get maximum result for understanding the potential benefits and more importantly the possible drawbacks of this popular platform can help all users including teachers and students to maximize their efficiency and make the most of it. As the reason, this is important to do this research because it shows teachers and researchers how to use Kahoot! incorporated into language instruction. This study served as a complement to past and future literature on teachers' actual ideas on Kahoot application in the literature, a foundation for further research on how to increase the effectiveness of Kahoot in the classroom and guidance for Kahoot designers on how to correct possible inefficiencies in this popular teaching tool.

Identification of the Problems

The existence of technology today allows students to learn to use technology. Kahoot! is one of the learning tools that it can provide to teachers for teaching purposes. With that, Kahoot! can bring and change methods in terms of new teaching by teachers. Kahoot! also has many features that teachers can use. Nevertheless, some students need different motivations, and sometimes they feel

bored in class. So that the existence of Kahoot! can bring new things to modify teaching activities. Kahoot! has many advantages in teaching, but on the other hand, are there any weaknesses and limitations in Kahoot! itself in terms of teaching.

Based on preliminary observation, the problem seen from the learning and teaching in the school that became the study setting is that some teachers complain about how the application used for teaching and learning. For the reason the application has not been used with teachers for a long time in teaching English. With this problem, the researcher is interested in researching Kahoot! in teaching English context.

Delimitation of the Problems

The researcher limits the problem only by focusing on the features, lesson, and weaknesses of using Kahoot! in English language teaching and the features used in Kahoot! in English language teaching. The focuses that will be discovered by the researcher lead the researcher to find out features, lesson, and weaknesses that are usually used by the teachers as materials for teaching. The researcher will only use a descriptive qualitative research design for the research design by interviewing English teachers from Ceria Bangsa Junior High School.

Research Questions

1. What are the features of Kahoot! application that the teacher used in teaching English in Ceria Bangsa Junior High School?
2. What lesson do the teachers employ using Kahoot! application?

3. What are the weaknesses of Kahoot! application based on teachers' perceptions?

Objectives of the Research

1. To find out the features offered in Kahoot! used by teachers in the English teaching learning process.
2. To investigate the lesson taught by the English teachers where they incorporate the utilization of Kahoot!.
3. To explore weaknesses caused by using Kahoot! application in the English classrooms.

Significances of the Research

The research carried out is expected to provide more benefits and knowledge for teachers, students, and future researchers.

For Teachers. The researcher hopes that this research can be useful for teachers by examining their learning process and whether to utilize Kahoot! or not in the process of learning and teaching. Furthermore, the teachers can understand the benefits of adopting Kahoot! as a result, Kahoot! application can be used more efficiently.

For Students. This research will provide students to gain knowledge about the benefit of using the Kahoot!, it may be applied to student learning. In addition, the students are able to understand that Kahoot! can help learning more enjoyable. Kahoot! can make students study individually in English language learning.

For Future Researchers. This research can add some information about the use of technology in the field of research, especially in Kahoot! application. In

addition, this result it may inspire other academics to persue studies toward the benefits and challenges of using Kahoot! as learning media related to the same area of this research.

Organization of the Chapters

The writer organizes this research paper to make clear of research content. This research paper is divided into three chapters.

The research is introduced in the first chapter. The introduction background of the study presents the Kahoot! application in teaching and learning English in junior high school. In the introduction, they are seven sub-chapter discussed namely background of the research, problem statement research, delimitation of the problems, research questions, objectives of the research, significances of the research, organization of the research.

Chapter two covers every bit of information and theory about using Kahoot! learning to teach. The second chapter covers technology in language learning, Gamification, Kahoot! Kahoot! in teaching English language learning. Kahoot can be a learning media that can meet the digital generation. Then, the weaknesess and features Kahoot! used as well as related studies and conceptual frameworks are also presented. Kahoot can also increase interest and support the learning styles of the digital generation and among some students.

Chapter three consists of a type of research the writer used in this research paper observation. From the setting research of the research, the research is conducted at Ceria Bangsa Junior High School. The subject of the research is the teacher Ceria Bangsa Junior High School. The object of the research, the

researcher only focuses on weaknesses and features Kahoot! application in the teaching and learning English in junior high school. The methods of collecting data is divided into two steps interview, and documentation.

Chapter four findings and discussion. The finding of the research starts with introductory paragraph. It introduces the main idea of the research, captures the interest of the readers, and tells why this topic is important. This research uses a qualitative finding approach. The discussion part addresses each of the most significant findings or outcomes of the research, as follow briefly summarize the finding, compare, and contrast the findings to other research. After discussion each major finding , provide conclusions or recommendations based on the findings and discussion.

The last chapter is conclusion. This chapter refers to the original problem and states how research has address this problem. In the process, restate the significance of this research.