

## **Chapter One**

### **Introduction**

This chapter present the introduction of the research. The background of the research, identification of the problem, delimitation of the problem, research question, objective of the research, the significance of the research, and organization of the chapter are several important points discussed in this chapter.

#### **Background of the research**

Media in teaching and learning are inseparable relationships because they are interconnected. When teaching and learning in the class, media becomes something that can attract students to participate in learning. Baidawi (2016) stated that several functions of learning media, such as media could stimulate students' learning motivation, attract students' attention, and the lessons become more precise and more meaningful. In addition, media makes the learning method more diverse, especially verbal communication, and with the media, students are not fixated on the teacher's explanation but can observe or demonstrate (Baidawi, 2016).

There are several types of teaching media used by teachers. The first type is visual media. This type includes the learning concepts such as pictures, models, or other objects that give students a real visual form. The second type is audio media that helps students learn through sound or recording. In addition, the third type is audio-visual media that helps students learn through visuals and audio that can be seen and heard simultaneously (Baidawi, 2016).

The role of a teacher is to guide students by organizing, directing, and creating a conducive learning atmosphere to encourage students to carry out activities in the classroom. The use of teaching media in the classroom will become effective with the teacher searching for media that can arouse learning desire, new interests and generate motivation. To use teaching media more effectively, teachers can pay attention to student interests such as technology. In addition, McKnight et al. (2016) stated that using technology can improve teachers' and students' access to more up-to-date information about learning resources and materials.

Nowadays, teachers can take advantage of technological advances to make learning effective by using online teaching media. There are many online teaching media platforms such as Ruangguru, Zenius, Google Suite for Education, *Kahoot!*, and many more. *Kahoot!* is online learning medium that teachers can use for learning activities in the classroom. Mansur and Fadhilawati (2019) defined *Kahoot!* as the learning medium that help the teacher to collect informal feedback from the student. In addition, *Kahoot!* is used to assess student understanding and as a note relating to learning that occurs in class (Mansur & Fadhilawati, 2019).

Pre-service teacher is a term for students who are teaching practice in schools, and these teaching activities are called internships. The first activity that pre-service teachers did to learn about lesson plans used by the school. The second activity, the pre-service teacher determined and choose a topic. Margler and Lane (2012) stated that it takes time and experience to become an effective

values-based education teacher. Furthermore, it requires knowledge of the content being taught, students, and curriculum material suitability (Margler & Lane 2012). To help learn more effectively, teachers can use the media. There might be a concern that needs to consider like pre-service teachers who have no experience. This research is helpful for pre-service teachers to find out what are the benefits and challenges was felt when using *Kahoot!*, then pre-service teachers can use it to anticipate what will happen. During the internship program, several pre-service teachers used *Kahoot!* as a medium.

More precisely, this research is trying to find out the benefits and challenges that pre-service teacher face when using *Kahoot!* as a teaching medium. By knowing the benefits and challenges that pre-service teachers face, this research can be helpful for knowledge in using *Kahoot!*.

### **Identification of the Problems**

The researcher did this research based on observation on the use of Kahoot! by pre-service teachers when teaching at senior high school. There are some problems that might occur. First, pre-service teachers seem cannot find media that can attract students' interest in learning. According to Tamrin et al. (2017), many teachers who have been teaching for decades in the classroom do not have the capacity to use media and are not aware of the huge impact on the use of media in teaching. Pre-service teachers do not seem to have mastered the technique of teaching. Furthermore, there are many media for teaching, but pre-service teachers seem unable to choose the appropriate media for teaching.

Second, pre-service teachers seem not to have much experience in using learning media and making the media more effective. Pre-service teachers seem to lack mastery of skills to teach, seem less able to master conditions in the classroom. Pre-service teachers must think about the suitability of media with the material before deciding which media to use.

When pre services teachers use Kahoot! there might some concern that need to consider like students' response, the side effect, or even teachers' response. However, the researcher believes that in the use of *Kahoot!* as a medium, there were some benefits and challenges that the pre-service teacher may obtain.

### **Delimitation of the problems**

In this study, the researcher was investigating the pre-service teacher's perception of using *Kahoot!* in the class taught by the pre-service teacher in teaching English. More specifically, this research aims to discover the benefits and challenges of using *Kahoot!* in offline class. The context of this research is knowing the perceptions of English language education students of private university in Yogyakarta who teach in senior high schools and using *Kahoot!* as a teaching medium.

### **Research Questions**

Research question of this research based on research background above, the researcher concludes several research questions as follows:

1. What are the benefits of using Kahoot! for teaching English as perceived by pre-service teachers?
2. What are the challenges of using Kahoot! for teaching English language faced by pre-service teachers?

### **Objectives of the Research**

The purpose of this research based on the research questions. The objectives of this research are:

1. To explore the benefit of using Kahoot! for teaching English as perceived by pre-service teachers.
2. To investigate the challenges of using Kahoot! that faced by pre-service teachers.

### **Significant of the Research**

This research is expected to give several positive advantages for several parties such as the teacher, the pre-services teacher, and the other researcher.

**For the teachers.** Using Kahoot! as medium for teaching and learning help the teacher to implement the technology in the classroom. By knowing this research, the teachers get information about the benefits and challenges of using Kahoot!. This research helps the teacher to know the benefit before the teacher uses Kahoot! in the classroom. Also, it can be use as one of additional information for the teachers to use Kahoot! as teaching medium. By knowing the challenges of this research in teaching, the teacher can prepare what the likely challenges will occur and how to overcome.

**For pre-service teachers.** By knowing this research, pre-service teachers know the benefits and challenges in using Kahoot! when teaching. Meanwhile, this research can be a media reference for pre-service teachers when internships. By knowing its benefits, pre-service teachers can know that Kahoot! can be one of the media that pre-service teachers can use for learning. By knowing the challenges, of using Kahoot! the pre-service teacher can overcome possible challenges that occur in using Kahoot! as a medium in teaching.

**For other researchers.** By knowing this research, the other researcher knows the benefits and the challenges of using Kahoot! as medium for teaching. By knowing this research, the other researcher used the findings of this research to continue the research with the same topic with Kahoot!. In addition, the topic about Kahoot! can be a recommendation for other research to do further research.

### **Organization of the Chapter**

This study consists of five chapters. In chapter one, the discussion begin with research background, identification of the problem, delimitations of the problem, research questions, objective of the research, significance of the research, and organization of the chapter. In addition, literature review and conceptual framework be discussed in chapter two. In third chapter discusses research methodology. There are seven sections such as research design, research setting, research participant, data collection method, data collection procedure, research instruments, and data analysis. The fourth chapter discusses about finding and discussion of the research. The findings and discussions of this research are divided into two categories such as benefits and challenges of using

Kahoot! faced by pre-service teachers. In addition, the fifth chapter discusses about the conclusions and recommendations of this research.