

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In this modern era, technology and online learning have become a great solution for universities which are currently in an environment of intense change. Online learning has to be the greatest revolution in an educational life, in schools or universities. In addition, technology and online learning has made a huge change in the system and has opened great opportunities for everyone who wants to learn something.

Online learning and technology are becoming increasingly more widespread throughout the educational life. Technologies are increasingly used in many sectors such as industries, offices and many other sectors as well as in schools and universities. Online learning is a relatively new concept implying learning by means of digital media such as computers, smartphones, web pages and so on. In recent years, computer programs for online learning consist of tools such as graphics, videos, 3D objects and animations, have been developed. It is predicted that online learning technologies will bring about major benefits to the learners as well as the lecturers as it will include sharing of resources and learning environments.

As online learning technology has been used in universities, digital instructional games have greatly gained acceptance in the classroom as the online learning merits of student engagement. One of digital instructional game applications is Kahoot!. Kahoot! is a popular digital instructional game application that can easily be used to add vitality and enhance student engagement in the classroom. The free online learning application has greatly gained wide acceptance with a lot of users worldwide.

Many lecturers use technology in the hope to improve their teaching strategies. Some lecturers may employ a diverse range of technology such as presentation tools, social networking, and digital media, which have the potential to increase students' attention and participation as well as increase their academic achievement. However, there are still many lecturers who do not use technology in the classroom, whether it is through the lack of technology used in instruction or preventing students from bringing their own technology to class.

At the English Education Study Program of Widya Mandala Catholic University Surabaya (WMCUS), more and more lecturers have started to use Kahoot! in the classroom with their students. Kahoot! can be a solution to overcome the learning process that requires a lot of theories. Kahoot! also enables the students to create engagement and active learning inside the classroom because game-based or technology-based activities are fun that makes them want more and more to learn. It also offers a range of advantages for students to improve their skills. It helps students to increase their skills by giving the students an opportunity to learn a new way to study

through online quizzes. Kahoot! also enables the students to practice their skills through quizzes uploaded, the students just do the assignment without being shy/anxious but do it with fun and develop their skills. So, in this study, the writer was interested to explore the use of Kahoot! in the English Education Study Program of Widya Mandala Catholic University Surabaya, more specifically the writer was interested in finding out some aspects such as what subjects use Kahoot!, why and how Kahoot! is used, the students' perceptions on the use of Kahoot! and what can be done to improve the use of Kahoot!.

1.2 Statement of the Problem

Based on the background of the study presented above, the study aims at exploring the use of Kahoot! at the English Education Study Program of Widya Mandala Catholic University Surabaya. The research problems in this study can be stated as:

- a. What courses are taught at the English Education Study Program of Widya Mandala Catholic Catholic University Surabaya by using Kahoot!?
- b. How and why is Kahoot! used at the English Education Study Program of Widya Mandala Catholic University Surabaya?
- c. What are the Students' perception on the Use of Kahoot! at the English Education Study Program of Widya Mandala Catholic University Surabaya?

- d. What are the suggestions to improve the use of Kahoot! in the future?

1.3 Objectives of the Study

The objective of the study was to explore the use of Kahoot! in courses taught at the English Education Study Program of Widya Mandala Catholic University Surabaya. More specifically, this study investigated several aspects concerning the use of Kahoot!, i.e., (i) what subjects applied Kahoot!, (ii) how and why Kahoot! is used, (iii) students perception on the use of Kahoot!, and (iv) students and lecturers' suggestions for the use of Kahoot! in the future.

1.4 Significance of the Study

Practically, the results of this study were expected to give a clear picture about the use of Kahoot! at the English Education Study Program of Widya Mandala Catholic University Surabaya. The results themselves can be used as feedback for lecturers to enhance the quality of teaching and learning and for universities to provide new environment for students. The results of this study also can bring a lot of benefits to both lecturers and students; lecturers can understand the weak areas of their students and plan activities to improve those weak areas through the real-time feedback that given by Kahoot!. It is also helpful for students for self-evaluation, to evaluate their own understanding and to enhance particular areas which are weak.

1.5 Theoretical Framework

The theoretical framework underlying this study is Dimensions of Learning. Dimensions of Learning framework involves 5 dimensions according to Marzano (1992), i. e., **Attitudes and Perceptions** (Attitudes and perceptions are the feelings and emotions that go along with learning.), **Acquire and Integrate Knowledge** (This dimension is where a student connects new learning to what they already know), **Extend and Refine Knowledge, Use Knowledge Meaningfully, and Productive Habits of Mind** (Habits of Mind is habitual thinking by the learners. Students learn to regulate themselves and think critically and creatively). A key element of effective instruction, then, is helping students to establish positive attitudes and perceptions about the classroom and about learning. Kahoot! is used in the classroom to establish positive attitudes and perceptions about the classroom and about learning and therefore this study is intended to explore the students' perceptions on using Kahoot! in the classroom.

1.6 Assumptions

The present study is based on the following assumptions:

1. The students have learned language components and skills that are sufficient to develop their skills and other types of activity through Kahoot!.

2. The students used Kahoot! as their classroom activity.

1.7 Scope and Limitations of the Study

This study involved only the students and lecturers of the English Education Study Program of Widya Mandala Catholic University Surabaya who were taught using Kahoot!. In addition, the use of Kahoot! investigated in this study was limited to the academic year of 2016/2017 and 2018/2019. The exploration of the use of Kahoot! covered what courses used Kahoot!, how and why Kahoot! is used, the students' perception on the use of Kahoot!, and suggestions that may be given by the students and lecturers for improving the use of Kahoot! in the future

1.8 Definition of Key Terms

To avoid misunderstanding that might happen to the readers, the writer finds it necessary to define the key terms used in this study. The key terms are:

1. Perception is the end product of the interaction between stimulus and internal hypotheses, expectations, and knowledge of the observer (Demuth, 2013).
2. Technology is the use of science in industry, engineering, etc., to invent useful things or to solve the problems; or a machine piece of equipment, method and etc. (Mark, 2014).

3. Online learning is defined as an instruction delivered electronically via the Internet, Intranets, or multimedia platforms (Hall, 2003; O'Neill, Singh, & O'Donoghue, 2004).
4. Kahoot! is an online learning, classroom management, and social networking platform that attempts to improve learning through better communication, collaboration, and increased access to curriculum and supplemental content (Biswas, 2013, p: 187).