

CHAPTER I

INTRODUCTION

This chapter contains Background of the Study, Reasons for Choosing the Topic, Statement of the Problem, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, Organization of the Study.

1.1 Background of the Study

Nowadays the world has entered the era of the industrial revolution 4.0 with increasingly rapid technological development. Mastery of technology has become a way of life. It can influence in the way we live, work, play, and learn. This development has also entered in the world of education (Ayub, 2019).

For teachers, mastery and knowledge of technology are competencies that must be mastered to support the enhancement of the learning process. Digital media based learning that is interesting like audio and visual can stimulate the sense of students and also can motivate them to improve their knowledge and skill in learning (Irwan, Luthfi, Walidi, 2019). Digital media that teacher uses can foster students' interest in learning process. Digital game based learning is a method of combining educational content into games which aims to increase the students' participation in learning (Putri & Muzakki, 2019). Currently, digital media that teacher can use is digital game based learning. Games based learning which can be used for learning such as, Quizizz, Kahoot, Socrative, etc.

Kahoot is one of a game based learning. Kahoot as assessment tools combines game elements such as leaderboards, badges, competitive scoring systems and time limits to enhance students' experience of classroom assessment

(Nadeem & Falig, 2020). In Kahoot, teachers create multiple choice quizzes that they present in a game based learning to students. Teachers can also select quizzes in that application that created by other educators.

Based on the short explanation above, the researcher was interested in conducting research about students' perception on using Kahoot as a solution of formative assessment.

1.2 Reasons for Choosing the Topic

In this digital era, technology is used in almost every aspect of life. In the world of education, teacher usually used technology as a medium of learning. Use digital media can foster students' interest in learning process. One of digital media that can be used is Kahoot platform. Kahoot as assessment tools that combine game elements such as leaderboards, badges, competitive scoring systems and time limit that are expected can motivate students to learn more.

Therefore, in this study, researcher want to know and describe what students' perception on using Kahoot as a formative assessment.

1.3 Statement of the Problem

Based on the background of study above, this study answer the question of: what are students' perception toward using Kahoot as a formative assessment at MA Al-Burhan Hidayatullah Semarang in academic year 2020/2021?

1.4 Objective of the Study

The objective of this study is to describe the students' perception toward Kahoot as a formative assessment at MA Al-Burhan Hidayatullah Semarang in academic year 2020/2021.

1.5 Limitation of the Study

The researcher limit the study in order to avoid misinterpretation of the study. The study was limited in three aspects. Kahoot as a formative assessment, focus on students' perception, and this study was conducted in senior high school.

1.6 Significances of the Study

The findings of the study are to give some significances

1. Pedagogical Significances

a. English Teachers

The researcher hopes that this research can give valuable information for English teachers about students' perception in using Kahoot and give them more information about application as a variation in teaching English.

b. Students

The researcher hopes that this research can make students understand the technology application in learning and also can motivate them to be active learners.

2. Practical Significances

a. English Teachers

The researcher hopes that this research can be used by English teachers as a new strategy to assess students during the teaching and learning English.

b. Students

The finding of the research can improve students' ability, develop students' understanding of using Kahoot in English classroom.

c. Other Researchers

The finding of the research can be used as one of the references to the other researchers, especially in implementing Kahoot in teaching English.

1.7 Definition of Key Terms

There are three key terms in this research. They are defined as follows:

1. Perception

Perception is someone's interpretation on object based on someone's previous experience (Su'adah, 2015).

2. Kahoot

Kahoot is one of interactive applications that can teachers use in teaching and learning process. It can be implemented by using smartphone, laptop, or computer that connected to internet. It has several features like quiz, survey, and jumble (Riski, 2020).

3. Formative Assessment

Formative assessment is an assessment process which is used to get information on how far students' understand about the material and to provide feedback over the course of instruction (Purnomo, 2013).

1.8 Organization of the Study

This final project is organized into five chapters:

Chapter I contains Background of the Study, Reasons for Choosing the Topic, Statement of the Problem, Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

Chapter II describes about reviews of related literature. It contains general concept of theoretical studies and previous research that the content are relevant to the topic to be studied.

Chapter III contains the research method which present Research Design of Study, Subject of Study, Instrument, Validity of the Instruments, Reliability of the Instruments, Data Collecting Procedure, Data Analysis.

Chapter VI contains about Research Finding and Discussion.

Chapter V contains about Conclusion and Suggestion.

