CHAPTER I

INTRODUCTION

This chapter presents wide-ranging of description of the research. It comprises the background, formulation of the problem, operational definitions, aim of the study, and significance of the study.

A. Background

Learning of assessment process has prominent things such as the material of learning and the assessment itself as the result of learning for the feedback. It is a method to provide the result classroom activity for students and teacher and refers to the feedback of students' achievement (Lim, 2019). It means the assessment plays an essential role in the teaching and learning context (Cheng & Fox, 2017). The essential role is to offers the content knowledge of learning outcomes, then developed by factual knowledge and skills (Engström, Löfmark, Vae, & Mårtensson, 2017). In language assessment model, Johnson, Mehta, & Rushton (2015) states, it makes up a lot of things in an assessment like practice and to know our ability, and result as valid of self-evaluation from the process of the assessment itself.

One of a method to support the assessment process can be used by technology as the assessment tool to assess and essential role in teaching and learning context (Lee, Hao, Lee, Sim, & Huang, 2018). Then, it is the innovation in teaching and learning process to give feedback in classroom activity by students (Kim & Gurvitch, 2018).

The technical support for Kahoot! could be used as innovatived technology to help and guide in a learning situation for students and teacher. One thing that makes it helpful is the interactive interface like quiz-based gameplay (Bawa, 2018). The students are helped by Kahoot! especially in learning English because the learning activity can be fun and easy to use with interface design in English (Bicen & Kocakoyun, 2017).

In addition, Kahoot! also can be implemented as an innovative assessment tool to help the process of learning which provides the mechanism to conduct quizzes (Kim & Gurvitch, 2018). Since Kahoot! is the innovative technology in the assessment tool, the previous study reports 42 percent of students said it could help them in learning to reach the point and it is potential to consider the implementation as the long-term benefits (Wadley, Weaver, Curry, & Carthon, 2014). Whereas when it compared to Indonesia, using the technology of assessment tool for language learning in the classroom activity is rarely used, especially in Tasikmalaya. Based on the data that the researcher got, one of the junior high schools located in Tasikmalaya has been implemented technology to help the assessment process by means Kahoot!.

Dealing with this phenomenon, the researcher felt interested to conduct a research of Kahoot! as an assessment tool in EFL classroom which has been implemented in one of junior high school in Tasikmalaya. The researcher would like to obtain students' perception of implementing Kahoot! as an assessment tool in the EFL classroom, whether positive or negative. In addition, the result of this research would show what are the students'

perception of innovative technology. In this case, Kahoot! helped them to learn English as well as in the classroom activity. Actually, there were many studies conducting research about Kahoot!, but most of them are conducted by using quantitative research design. To fill this gap, this research attempts to find what are students' perception of implementing Kahoot! as an assessment tool in the EFL classroom by using qualitative research design analysis: a descriptive case study.

B. Formulation of the Problem

In relation to the background of the problem above, this study focuses on the research question: "What are the students' perceptions on implementing Kahoot! as assessment tool in EFL classroom?"

C. Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study, as follow:

1. Kahoot!	:	A platform of technology to conduct multiple-choice questions which projected on the screen, and also answered by the students.
2. Implementation of Kahoot! as Assessment Tool	:	The use of Kahoot! in the assessment situation to assess students' performance by a teacher in the classroom activity.

3. **Perception of** : The ability of students to understand or
   Middle School become aware of something through the
   Students sense as a result of perceiving in EFL
   Classroom where the educational situation of
   giving the assessment activity using
   information and communication technology
   (ICT) in teaching/learning English as a
   foreign language held.

D. **Aim of The Study**

   The aims of the study is to investigate the students' perception about the implementation of Kahoot! as assessment tool in one of middle school Tasikmalaya.

E. **Significance of The Study**

   1. **Theoretical Use** : This study will expand the pedagogical
      approach of implementing Kahoot! as
      assessment tool in EFL Classroom.

   2. **Empirical Use** : This study will provide empirical insight of
      how the students' perception of
      implementing Kahoot! as assessment tool in
      EFL classroom.

   3. **Practical Use** : This study will provide the reader about the
      implementation of innovative assessment

tool based students' perception toward

Kahoot! in EFL classroom.