CHAPTER 1

INTRODUCTION

This chapter presents an extensive overview of the study. It comprises the background of the study, formulation of the problem, operational definitions, the aim of the study, and significance of the study.

1.1 Background of the Study

In the 21st-century learning, technology has an essential role in education. Nowadays, integrating technology into ELT has become a widely discussed and extensively researched topic. Moreover, technology has become an integral part of classroom learning (Ahmadi & Reza, 2018). The use of technology for language learning is not a recent development in education; it has been harnessed to offer learners numerous advantages, providing them with a rich, informal, contextual, and ubiquitous learning environment (McCarty, Sato, & Obari, 2017). In today's technology-driven world, the use of technology in language learning is rapidly evolving. Various technological tools, including applications, web platforms, and mobile dictionaries, can enhance the language learning process, with Digital Game-Based Learning (DGBL) being one such tools, such as applications, web platforms, and mobile dictionaries, can promote learning process, including Digital Game-Based Learning Games (DGBL). Also, digital game-based learning is essential for learners to enhance students' higher-order thinking (Sung & Hwang, 2018).

The use of DGBL in other countries has become rapidly reliable and utilized by current users due to the diversity and availability of digital educational and commercial games (Bawa, 2018). In the experience of the researcher, a higher education institution in West Java has implemented DGBL using the Kahoot platform during their learning process. Kahoot is a web-based platform that offers an enjoyable and educational approach, allowing teachers and course designers to incorporate instructional content into a quiz-like gameplay format (Bawa, 2018). Kahoot is also used as DGBL in Literature in ELT class in the sixth semester from the researcher's experience in one of the state universities in West Java, Indonesia.

Taking note on the researcher's preliminary observation, the implementation of Kahoot in the classroom had always been hindered by a technical challenge, that is, internet connection. In a sense, Kahoot is a competitive platform that requires a good internet bandwidth for full immersive competition. In this case, Kahoot was implemented as a quiz game. Students were divided into groups. Each group had to correctly answer the questions in the Kahoot to gain points. The group who obtained the most points will be nominated as the winner of the quiz game. In other words, response time, that is highly dependent on an internet connection, is critical. Failing to achieve a good internet speed may result in reduced classroom enjoyment, resulting in a potential motivation loss during the learning process. However, despite the critical challenge, students seemed to enjoy the whole process of learning but the reason as to why they perceive so remains unexplored.

Numerous studies have investigated EFL students' perceptions and experiences of DGBL in higher education settings across various disciplines (Plump & LaRosa, 2017; Licorish et al., 2018). The previous research conducted by Bicen and Kocakoyun (2018) showed that gamification had increased the interest and ambition of students to achieve success. Besides, the previous study conducted by Tan et al. (2019), and the study results revealed that the students found Kahoot helpful in motivation, reinforcement, and enhancement of learning. Licorish et al. (2018) also investigated student experience using a game-based student response system, Kahoot, at a research-intensive teaching university in New Zealand. Key findings have confirmed that Kahoot enhances student learning reliability in the classroom, with the highest effect on classroom dynamics, engagement, motivation, and enhanced learning experience. In the previous study, the participants were ESL students, while the participants in this study were EFL students. The previous studies showed that the research used a game-based student response system and focused on senior high schools, while the present study implements Kahoot using DGBL in higher education. Besides, the data collection and analysis in a previous study used a questionnaire and standard deviation (quantitative). In the present study, the data collection and analysis used semi-structured interviews and thematic analysis. Hence, this study will explore EFL

undergraduate students' perceptions of using Kahoot as the platform for learning English in the qualitative paradigm.

1.2 Formulation of the Problem

In this study, the research question is addressed to answer: "What are the EFL students' perceptions of using Kahoot as DGBL?"

1.3 Operational Definitions

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

1.3.1 Students' Perception : Students' perception is an impression of students' experiences in an educational environment, especially in using Kahoot as DGBL, through their sensory system and feelings. Therefore, students can give meaning and interpret their experiences.

1.3.2 Kahoot : Educational platforms as a part of DGBL that Kahoot used in this study is quizzes in post-activity to enable students to cooperate on research topics. Kahoot presents the questions projected on the screen with multiple choices. Students answer the questions with their smartphone, tablet, or computer.

1.3.3 DGBL : A learning method that uses games specifically designed to assist in the learning process for expected learning outcomes.

1.3.4 EFL Students : Refers to the students of an English education study program in one of the state universities that is learning about the field of English education and teaching

1.4 Aim of the Study

The present study intends to explore EFL students' perception of using Kahoot as DGBL.

1.5 Significances of the Study

1.5.1 Theoretical use	**:**	Theoretically, this study will expand the pedagogical approach of using DGBL in the English Foreign Language context.
1.5.2 Empirical use	**:**	The study will provide empirical insights into EFL students' perceptions of using Kahoot in the EFL context.
1.5.3 Practical use	**:**	The study will provide the teacher with DGBL using Kahoot in the EFL context.