

CHAPTER 1

INTRODUCTION

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

1.1 Background

In recent times, technology has rapidly become an integral part of the education sector. This integration has led to the emergence of numerous online learning platforms and other tech-based tools for education. As technology evolves, the teaching strategies and approaches in education have also adapted accordingly. It is unsurprising that many platforms and teaching methods have been adjusted to align with the online learning environment. One of these technology-influenced approaches is a game-based learning. Liu et al. (2020) said that game-based learning refers to the implementation of video games and elements related to game reality, content, subject and images in education. A game-based learning is already proven to be able to keep students engaged even during online class (Urun et al., 2017). Furthermore, Yeh et al. (2017) supported these findings, demonstrating that digital game-based learning can improve academic achievement, learning motivation, and willingness to communicate in English. This underscores the potential of game-based learning as a valuable pedagogical tool that can enrich educational practices and promote student success in today's digital age.

Experts and teachers try many ways to retain EFL students' engagement and one of strategies is by using Kahoot, an interactional digital website game that can promote students' engagement, especially students' behavioral engagement, in an online class. According to Plump and LaRosa (2017), Kahoot is used to add vitality, student engagement, and meta-cognitive support in higher level education classrooms. The concept of Kahoot is to combine Student Response System, henceforth, SRS, the existing technical infrastructure in schools, and the fact that students are bringing their own digital devices, social networking, and gaming

into one learning platform (Wang & Tahir, 2020). A study by Kurnia, Rahmawati and Fitriyana (2020) that aimed to find out students' behavioral engagement in reading comprehension through Kahoot, revealed that Kahoot encouraged students to be more engaged and active in the classroom. In line with that, research conducted in Taiwan by Chen and Yeh (2018) revealed that Kahoot is even effective in enhancing students' English performance. Additionally, Oktaria et al. (2021) also conducted research about Kahoot in teaching English for middle high school students. The result shows that Kahoot is addicting, engaging and motivating the students to learn and achieve more. Motivated learners tend to show a favorable attitude toward the subject, engage and interest to shows favorable attitude and will to exert the goal of learning. In conclusion, the use of Kahoot in the classroom has been shown to positively impact student engagement and behavior.

Contextually, a pre observation was conducted within an informal English course. It has revealed that students who participate in this setting demonstrate considerable enthusiasm for utilizing Kahoot as part of their learning experience. This informal institution brings together students from diverse backgrounds and varying levels of knowledge within a single class. Kahoot is used as a media for learning English in an online learning setting. It is often utilized as material understanding checking and as an ice breaking activity in the middle of the learning process. Building upon this initial finding, the researcher sought to delve deeper into the students' behavioral engagement during online English course within this informal institution, specifically when they engage with Kahoot as an instructional tool.

Recent years have seen an increased interest in studying Kahoot as a teaching and learning media. Researchers such as Plump and LaRosa (2017), Oktaria et al. (2021), Wang and Tahir (2020), and Chen and Yeh (2018) studied about Indonesian EFL students' experience in using Kahoot in formal English classes. They investigated the use of Kahoot related to students' engagement in classroom. However, there is no sufficient research on the use of Kahoot related to students' behavioral engagement in an online English course at an informal institution. Since behavioral engagement is difficult to observe, studying it in various contexts is

essential. In the context of an informal online English course, investigating students' behavioral engagement while learning English through Kahoot could provide valuable insights into the effectiveness of using Kahoot in this setting. It could help determine whether Kahoot is an effective tool for promoting engagement and motivation among students learning English online, and whether it leads to better learning outcomes. Hence, to fill this void, this study will focus on investigating students' behavioral engagement while learning English through Kahoot in informal online English course.

1.2 Formulation of Problem

This study focuses on answering this question: How do students engage behaviorally while learning English through Kahoot?

1.3 Operational Definitions

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

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| 1.3.1 Behavioral engagement | Behavioral engagement in this context concerns with students' observable act of being involved in learning, such as participation in academic activities and efforts to perform academic tasks in an informal online English course by using Kahoot. |
| 1.3.2 Online learning | Online learning is an educational process that relies on pedagogy and educational tools, such as Kahoot, primarily leveraging information technology and internet connectivity. |
| 1.3.3 Digital-game Based learning | Digital game-based learning (DGBL) is a competitive activity in which students are set educational goals intended to promote knowledge acquisition. One of its forms is Kahoot. |
| 1.3.4 Kahoot | Kahoot is a game-based student response system (GSRs) which is used by EFL learners while joining |

informal learning in an online English course.

1.4 Aim of the Study

The aim of the study is to explore the students' behavior while using Kahoot to engage in online learning.

1.5 Significance of the Study

1.5.1 Theoretical use

This study extends the breadth of academic inquiry concerning the relationship between behavioral engagement and the utilization of Kahoot in online English course.

1.5.2 Practical use

This research provides valuable insights to learners, educators, and policymakers, providing them with viable strategies for integrating Kahoot into their pedagogical practices. Additionally, it will broaden the spectrum of teaching methodologies available, serving as an effective mechanism for fostering sustained behavioral engagement among students in the context of online learning environment.

1.5.3 Empirical use

This study provides contributions to the field of EFL teaching and learning by shedding light on students' behavioral engagement when employing Kahoot as a tool for English language learning in an online informal institution.