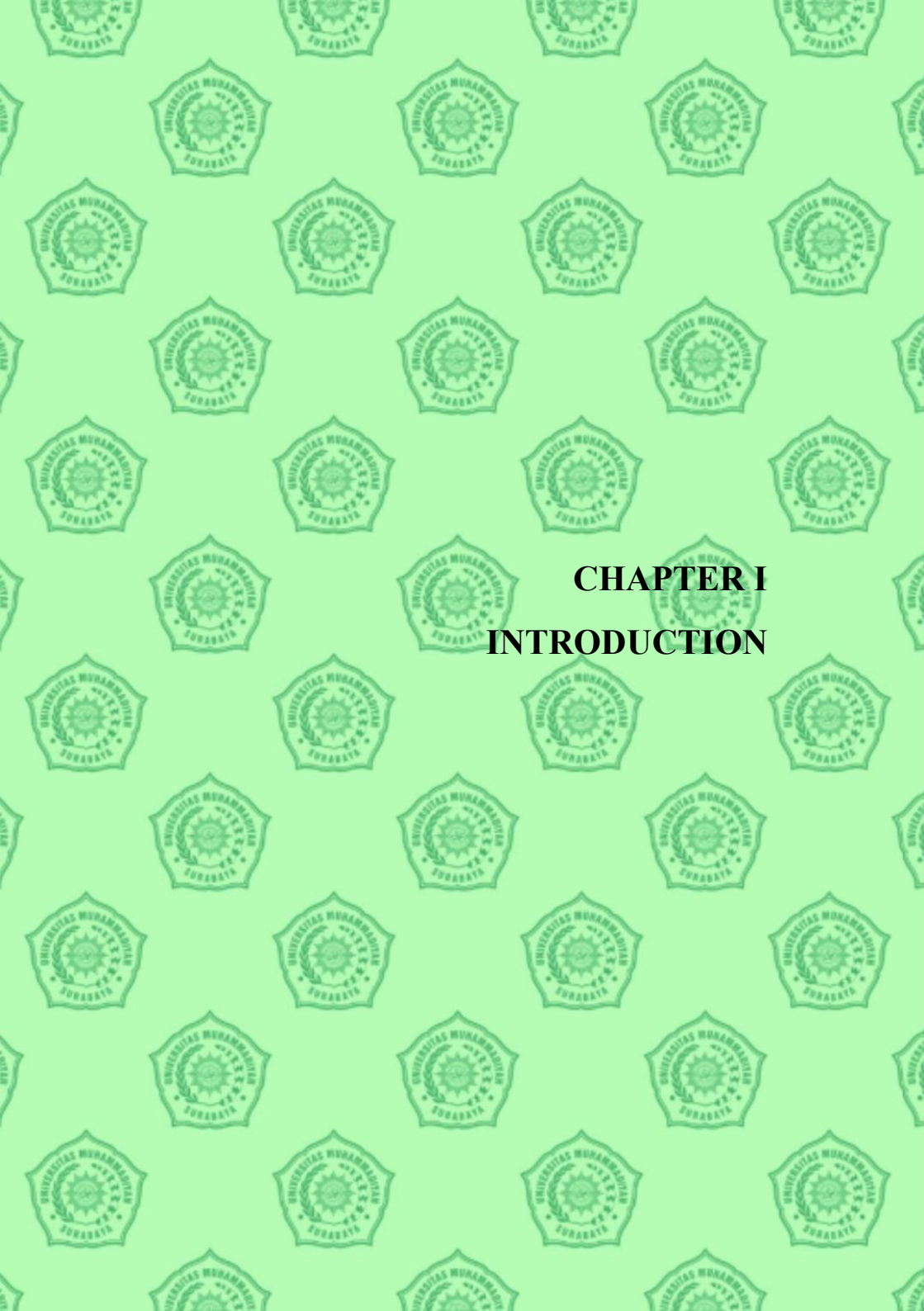




CHAPTER I

INTRODUCTION

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This chapter presents some points of this part as the introduction in this thesis. The researcher organizes this chapter by dividing six parts; the first part is a background of research, the second is research questions, the third is research purpose, the fourth is scope and limitation, the fifth is a significance of the research, and last is the definition of key terms.

1.1 Background of the Study

English has become one of the most important languages in the world today. Learning English at an early age is believed to give many benefits for children, both academically and cognitively. As a global language, English helps children build communication skills that will be useful in their future lives. Studies have shown that children who learn English early tend to develop stronger problem-solving abilities and mental flexibility, since their brains are still highly adaptable at that stage (Cameron Lynne, 2001). This is why many schools in Indonesia, including at the elementary level, now include English as part of their curriculum.

At the elementary school, one English teacher handles the fourth-grade class and uses digital tools to support learning. The school is located in Surabaya, East Java, and has shown a commitment to integrating technology into classroom instruction. Based on the preliminary observation, the teacher was observed using online game platforms to conduct vocabulary activities and review lessons with the students. The class consisted of young learners who are already familiar with digital devices, which makes game-based learning a natural fit for this learning environment.

Young learners today are very much used to using digital technology in their daily lives, which creates a good opportunity for teachers to bring technology into the classroom. Kahoot combines text, sound, and visual elements that can support language learning in an engaging way. Research by Saputra et al. (2021) suggests that game-

based approaches can significantly improve children's ability to learn vocabulary and practice English in a second language context. The use of digital technology in learning makes the process feel more natural and enjoyable for young learners.

However, not many studies have explored specifically how a teacher at an elementary school in Surabaya implements Kahoot in real classroom settings. Most previous research has focused on the outcomes or platforms used, without paying close attention to the process of implementation, the materials used, and the challenges the teacher faces. This gap motivates the present study to take a closer and more detailed look at how Kahoot is actually carried out in the classroom. By doing this, the researcher hopes to contribute useful insights for teachers and future researchers interested in this topic.

The practical use of Kahoot has been explored in previous studies in Indonesia. Putri et al. (2025) found that when teachers use digital games in Indonesian primary schools, their role changes from just giving instructions to becoming a facilitator, mentor, and motivator for students. This shift shows how game-based learning can transform the teaching and learning dynamic in a positive way. Based on this understanding, the present study aims to explore how a similar approach is carried out at an elementary school in Surabaya.

1.2 Research Questions

Based on the background described above, this study is guided by the following research questions:

1. How is Kahoot Learning implemented in teaching English to young learners at an elementary school in Surabaya?
2. What materials does the teacher use in the Kahoot strategy?
3. What problems does the teacher face when teaching English using Kahoot?

1.3 Research Objectives

Aligned with the research questions above, the objectives of this study are:

1. To describe how Kahoot learning strategies are implemented in teaching English to young learners at an elementary school in Surabaya.
2. To identify what teaching materials are used by the teacher within the Kahoot strategy.
3. To understand what problems the teacher faces when using Kahoot in English teaching.

1.4 Significance of the Research

Some purposeful research is expected to have benefits on the audience of the research. It is also expected to benefit the writer or researcher himself. Accordingly, the writer wishes this to be significant from both theoretical and practical point of view.

1.4.1 Theoretical Significance

This study contributes to the growing literature on Kahoot in EFL contexts by offering a detailed, classroom-based examination of how the strategy is implemented with young learners. It adds to the understanding of how digital games can support English vocabulary development and student engagement at the elementary school level. The findings also align with theoretical arguments that interactive digital tools can create meaningful learning experiences for children (Vnucko & Klimova, 2023). By looking closely at one classroom, this study provides specific and grounded evidence that can support future theoretical discussions about game-based learning in Indonesian schools.

1.4.2 Practical Significance

For students, this research shows how digital game-based activities can make English learning more enjoyable and

motivating. For teachers, the findings provide a practical reference for selecting appropriate digital games and integrating them into English lessons effectively. For schools and institutions, this study highlights both the benefits and the challenges of using game-based learning, helping decision-makers plan better support for teachers. For future researchers, this study offers a useful foundation for further investigation into digital technology use in English classrooms for young learners.

1.5 Scope and Limitation

1.5.1 Scope

This study focuses on how Kahoot is applied in English instruction for young learners at an elementary school in Surabaya, specifically in the fourth-grade class. It explores the teacher's implementation process, the digital game materials used, and students' responses during game-based activities. The study also examines the extent to which Kahoot supports vocabulary learning and classroom participation. The research is limited to one teacher and one class at this specific school.

1.5.2 Limitation

This study is limited to a single elementary school and one selected class at the fourth-grade level, so the findings may not apply to other grade levels or school settings. The research focuses only on digital game-based tools used in English teaching and does not include other instructional strategies. Because the study is conducted over a limited time period, it does not assess the long-term effects of Kahoot on students' language development. The results are therefore intended to provide contextually rich, in-depth insights rather than broad generalizations.

1.6 Definition of Key Terms

To ensure clarity, the following key terms are defined as they are used in this research:

1. Teaching English to Young Learners

Teaching English to Young Learners refers to the process of introducing and developing English language skills in children between the ages of 5 and 12, mainly at the elementary school level. This process must be adapted to children's developmental needs, using interactive and age-appropriate activities such as games, songs, and storytelling. At this stage, children learn language more naturally through exposure and participation than through formal grammar instruction (Wang, 2021). The focus is on building basic vocabulary and communication skills in a fun and supportive environment.

2. Kahoot

Kahoot is an instructional approach that uses digital or online games as a medium for delivering educational content. It combines game mechanics such as points, challenges, and feedback with learning objectives to create an engaging and interactive experience for students. Quizizz is another widely used example of a similar digital game-based platform in English classrooms (Hafifah, 2019). This approach is particularly suitable for young learners because it makes learning feel like playing, which naturally motivates children to participate.

3. Problems in Teaching

Problems in Teaching refers to the challenges and difficulties that teachers encounter when carrying out instruction in the classroom. For teachers working with young learners, these challenges may include managing short attention spans, handling overly excited students, dealing with technical issues, and fitting activities within limited class time. Understanding these problems is important because it helps teachers find

suitable solutions and improve their teaching approaches. Recognizing these challenges also helps researchers identify areas where teacher support and training are needed.

4. Teaching Materials

Teaching Materials are the resources that teachers use during instruction to help students learn. These may include digital platforms, worksheets, lesson plans, visual aids, and other tools used to deliver lesson content. In the context of game-based learning, teaching materials include the specific digital games selected, the vocabulary content embedded in those games, and the supporting resources that guide students during activities. The selection of appropriate materials plays a key role in making Kahoot effective and aligned with learning objectives.

