

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of connected literature. There are two main parts in this chapter. The first is EFL instructional media. The second explains Kahoot as a learning medium in EFL Classroom.

2.1 EFL instructional media

Teachers use instructional media as a tool to explain the material to students in classrooms is called media for learning, and it can be used to encourage students' reflection, consideration, and application of knowledge to speed up the learning process. Due to this, an English language teacher must create an engaging class plan using media rather than a specific technique or method to capture the students' attention (Resti & Rachmijati, 2020).

2.1.1 Kinds of instructional media

Learning media improves the effectiveness and efficiency of the English language learning process, particularly for younger students. A variety of educational materials can be used to educate young students English. As a type of reference learning media, Harmer's instructional classification media are used in this study. Learning media come in seven varieties: images, texts, realia, whiteboards, overhead projectors, flipcharts, and computer-based technology (Harmer, 2007). All currently in-use materials can incorporate this learning tool. Technology-based instructional media can improve academic achievement and boost student enthusiasm for learning, among other benefits. As a result,

instructional learning materials based on technology will likely be used during the learning process.

1. Realia: Realia refers to unmodified real things used by teachers for teaching and learning, both inside and outside the classroom.
2. Pictures: This media includes drawings, charts, graphics, and cartoons, which serve various purposes like drills, communication, understanding, ornamentation, prediction, and discussion.
3. Boards: Candler (2011) highlights the benefits of using a whiteboard in teaching English, including engaging students, monitoring comprehension, and being easily utilized.
4. Overhead Projector (OHP): Overhead projectors (OHP) enable teachers to display materials on overhead transparencies, allowing students to see materials in front of the class and allowing teachers to show individual items.
5. Computer-based Presentation technology: Harmer (2007) identifies two essential components for instructional media: hardware and software, which include a computer and LCD projector, which combine audio and visual materials.

(Chotimah & Rafi, 2018) applies video game media has been combined with modern online games like Kahoot to create a unique and engaging experience. Focusing on student interaction with teachers, more precise objectives, and the calibre of information provided in the test will help improve technology-based assessments in the future, such as the Kahoot application. Second, Budiati's study

on the Kahoot Program for English Students at Ngudi Waluyo University reveals that using ICT boosts students' interest in class, attention to English, and learning to share their knowledge.

The incorporation of different educational tools is anticipated to enhance student motivation in meaningful education. By making learning engaging, it is possible to achieve improved learning outcomes. A variety of online learning resources utilize different internet platforms, interactivity, and amenities to offer educational services to students. Employing online media or e-learning-based tools is one way to ensure students comprehend lecture materials. The process of learning through e-learning promotes efficient learning, allowing students to receive comprehensive instruction even without in-person interaction. Moreover, e-learning enables access from anywhere and at any time, following specific tasks and time limitations (Saraswati et al., 2020).

2.1.2 The Strengths of instructional media in EFL Classrooms

Each person has a unique set of skills. Strengths are skills and traits that contribute to favourable outcomes. Additionally, recognizing strengths in this context offers encouraging data or advantages from the use of instructional media in the EFL classrooms' learning process. These advantages can help teachers choose and use instructional materials that are suitable for the learning environment of their students. According to Everett Harman (1993), strength is the capacity to use force. Despite this, there is a substantial dispute over how strength may be measured and characterized due to the many circumstances and methods employed. According to

(Lavy, 2020), power offers individuals, groups, and institutions a helpful and practical framework and perspective that can enhance their performance and general well-being. Thus, a measure of strength is an optimistic outlook that can improve its function.

The use of instructional material has grown in popularity recently. In Indonesia, because instructional media indirectly entails technology in the learning process, the advancement of science and technology has an impact on the quality of education. PowerPoint, one of the teaching tools, gives instructors a leg up in grabbing students' attention and organizing lesson plans (Dewi & Kareviati, 2021). Other benefits of instructional media in EFL classes include collaborative and interactive learning, increased motivation and involvement among students, and improved comprehension and understanding among students. By using the proper instructional material in the classroom, EFL teachers may create a productive learning environment for their students.

2.1.3 The weaknesses of instructional media in EFL classrooms

Weaknesses refer to limitations, vulnerabilities, or areas where someone or something lacks strength or proficiency. It is a phrase frequently used to identify flaws or disadvantages that can reduce performance or efficiency. Weaknesses in the context of people can include character qualities or abilities that are not as developed or proficient as others. A person might need help with time management, public speaking, or technical skills. Understanding and accepting these flaws might be essential for developing oneself.

Although employing educational materials has numerous advantages, it's necessary to be aware of their limitations and downsides. Schools revealed that there was still a lack of media, such as few projectors, according to (Aisyah & Haryudin, 2020). To avoid using simple text and visual media, teachers must experiment with a variety of technology-based media.

2.2 Kahoot as a medium in EFL Classroom

Kahoot is primarily known as an educational platform rather than a traditional social media platform. However, it does offer some social features that can be utilized in an English as a Foreign Language (EFL) classroom to enhance engagement and interaction among students. While Kahoot may not have the extensive social networking features found in social media platforms, it offers interactive and collaborative elements that can enhance social interaction and engagement within the EFL classroom. These features can foster a sense of community, facilitate language practice, and make learning more enjoyable for students.

2.2.1 Kahoot in Teaching English Skill

English as a required subject delivers its skills into four categories: hearing, speaking, reading, and writing. In educational and training settings, media refers to the plural form of medium, which is used to convey and transfer a concept or goal to a different person. Kahoot is a valuable tool for teaching English skills, offering an interactive and engaging approach to language learning. Through customized quizzes, educators can target various areas of English proficiency, including

vocabulary, grammar, listening, speaking, and reading comprehension. Kahoot activities provide students with opportunities to actively participate and reinforce their knowledge of English words, grammar rules, and sentence structures. The platform's multimedia capabilities allow for the inclusion of audio and video elements, enabling students to improve their listening skills and exposure to authentic English language usage.

2.2.2 The Strengths and Weaknesses of Kahoot in Teaching Reading

Integrating Kahoot into reading skill development is a dynamic and effective approach that brings excitement to the learning process. By utilizing Kahoot quizzes, students can actively engage with reading materials, and enhance their vocabulary, comprehension, and fluency. Through interactive multiple-choice questions, students can reinforce their understanding of literary devices, practice sequencing events, and apply various reading comprehension strategies. This gamified approach fosters a sense of competition and encourages active participation, making the learning experience enjoyable and impactful. By incorporating Kahoot into reading skill development, educators can create a vibrant and interactive classroom environment that promotes a love for reading while sharpening important skills (Setiawan, 2020).

Kahoot offers several strengths that make it a valuable tool in educational settings. Firstly, its capacity to include students in classroom activities and create a positive atmosphere (Setiawan, 2020). One of the interesting Kahoot features is the ability to construct a suspension that increases student engagement. Participants in

the study believe that Kahoot's second strength is motivation (Setiawan, 2020). The level of motivation it provides to students is such that they don't perceive it as work. The third A certain advantage of Kahoot in educators' perceptions is how it affects classroom dynamics (Rajabpour, 2021). Kahoot enhances reading skills by making learning enjoyable, interactive, and effective, breaking up monotony in class and enhancing the overall learning experience.

While Kahoot offers many benefits, it also has a few weaknesses worth considering. Another drawback is that Kahoot's primary issue is its technical and accessibility problems. It has been reported by six teachers that students use other apps when taking Kahoot quizzes. Four believe that Kahoot's design is poor, and two more believe that using it minimizes people's attention spans (Rajabpour, 2021). Its part in creating unfavourable expectations in students is a further weakness. They always assume that studying will be enjoyable and playful. Another concern raised about Kahoot is its potential to reduce students' attention spans. Some students expressed that Kahoot has led to the development of increasingly shorter attention spans among students (Rajabpour, 2021).