CHAPTER I

INTRODUCTION

This chapter the researcher explains the background, research questions, research objectives, research significance, and research scope of the research.

1.1 Research Background

Everyone goes through the process of learning at some point in their lives. The contact between people and their surroundings causes the learning process to take place. As a result, learning could happen at any time and in any location. The development of science and technology goes hand in hand with human development. These developments cause significant changes for humans. Media is used as a place for learning which is a primary need for humans (Anshori, 2018). In a tight global era with competition in every aspects of life, especially the increasingly competitive in occupation environment, it was necessary for teachers to increase the human resource quality through efforts to increase the standard of education at every level of education. Teachers are required to plan quality learning, as well as assess and evaluate learning outcomes in carrying out their duties professionally. In addition, teachers also have an obligation to continuously improve and develop academic competencies in accordance with current technological developments to improve student learning outcomes, one of which is developing media with current technology (Hartini et al., 2017).

Technology has been embedded in human daily life. Along with globalization, interaction and information delivery can be obtained quickly. People can exchange information, knowledge through technological developments that occur. All fields including education are affected by technological developments. Therefore, learning activities must be able to answer the industrial revolution 4.0 eras' challenges. Technological developments in the education situations that need to keep pace with technological advances by integrating them into the education system. Educational institutions in Indonesia are expected to support the 4.0 revolution as instructed by the government. This can only be done if educational institutions and teachers care about technology (Nugroho et al., 2019).

However, the times have brought people to be able to access information clearly, make it easier to communicate without being limited by time and place, and supported by various technologies that help humans in carrying out their activities. This development also occurs in the field of education by using elements of ICT (Information, Communication and Technology) to create an effective learning environment by utilizing technology so that all students participate in it and prevent passive students from occurring. K. S. Dewi (2020) stated that technology demonstrates a significant part in this term. The existence of smartphones is very influential on students significantly and is also used by some students at this time. It can also assist students in assessing their abilities through learning media provided by the teacher with the results achieved.

The rapid development of technology requires teachers to adjust the learning process by creating ICT-based learning for the students they teach. Based on this, teachers not only provide material from books but can use the benefits of technology to transfer material to students. The role of media in learning can be said to be important because it can help achieve effective and efficient learning objectives. Media becomes a substitute tool or tool in which it contains learning material that has been arranged and then delivered to students. English has a significant role in extending horizons in science and technology. Through online activities, information, communication, and technology-based English learning could help students overcome psychological barriers to expressing their thoughts and enhance critical thinking and communication skills (S. P. Dewi et al., 2019).

One of the solutions utilized in distant learning is online media, also known as e-learning-based media, which allows students to better absorb the material presented by the teacher. Online-based learning has the advantage of getting evenly distributed teaching without having to do it in the same room, could be accessed anywhere, anytime according to a predetermined schedule, and is supported by a good signal (Safarati & Rahma, 2020). The rapid development of technology in Indonesia requires teachers to provide material not only through books but must be able to take advantage of technology. Technology has a great influence on student learning styles in Indonesia and is different from previous generations (Rahayu & Purnawan, 2019). Therefore, teachers must understand to use digital materials in

the learning process. The use of digital supplementary materials could be created to make it easier for students to achieve learning goals effectively and efficiently.

The use of technology as a learning medium can lead to students' motivation and interest in learning English (Adnyani et al., 2020). Media as a means of support is also easily understood by students in the modern era. It can be said that students can understand the use of smartphones well so that they can operate supporting media instructed by the lecturer in learning situations. The use of media is also very effective if done in the classroom because in addition to increasing student motivation, the media can also create a pleasant learning atmosphere and students do not get bored easily receiving subject matter that is usually provided in books or display material in PowerPoint. Then, teachers could test students' ability to follow the English learning process by offering practice questions on the media used while using media as a learning tool.

Media based on digital technology can be referred to as digital supplementary. Because digital supplementary has to be established in the process of learning because the usage of media is still uncommon in the process of learning (Manoppo et al., 2021). Digital supplementary that is used to teach material is called digital supplementary material that uses interactive technology in teaching material through videos, online quizzes, e-learning, songs, and others that can be accessed via the internet (Meidasari, 2017). Digital supplementary can be developed through learning game-based applications such as Kahoot, Quizizz, etc. The adaptation of game-based into learning situation is thought to raise the motivation to study or provide an active and enjoyable learning environment in English.

Quizizz is a technology-based learning media that has the same function as other learning supports. The concept of adapting games into learning situations can create a relaxed and fun learning atmosphere supported by the use of similar applications (Anwar et al., 2018). The increase in students' motivation in learning to use media is also due to using game-based learning strategies so that students are more active and provide a more pleasant approach from the teacher to students in applying this media in the classroom when learning English (Yunus & Hua, 2021). Quizizz, which can be accessed via a gadget connected to an internet connection,

can be easily accessed anywhere and anytime. Several advantages could be felt from using this application, one of which is being able to assess students' abilities directly by looking at the leaderboard at the end of the game when the quiz session has ended, assisting teachers in assessing and evaluating the students (Degirmenci, 2021).

The widespread use and use of today's technologies such as the internet, social networks and cell phones can affect the educational process in schools and colleges. The important role of technology in the field of education is to make communication better, the implementation of information systems more actual, and useful as a learning medium. One of the most common education systems supported by information technology is E-learning (Yunanto et al., 2019). However, the increasing number of applications or e-learning systems tend to have monotonous content. Education-themed applications have a lower number of downloads compared to other themed applications. One of the applications favored by youth or students today is a game-based application (Yunanto et al., 2020).

Quizizz is one tool that could be utilized to aid in the learning process. Quizizz is an application that supports online assessment. Quizizz is a game-based learning application that provides classes with many activities so that the classroom atmosphere becomes more attractive (Zhao, 2019). The existence of the Quizizz application can encourage teachers to pay more attention to technology to be utilized in the classroom to assist in the process of learning (Rahmah et al., 2019).

Quizizz application could be done by inputting a game code that is automatically given by the system to the creator and then distributed to users to join the game-based learning quiz. Several researchers have done Quizizz tool as a medium and during the process of learning this application was well received by students and gave positive impacts such as creating a more active classroom atmosphere. The features in the Quizizz application can also be used by creators to create quality questions that are not monotonous and interactive. For example, creators can use multiple choice, filling the blank, polling, open-ended, etc. It aims to improve students' critical thinking when answering quizzes and make the questions more varied.

In learning English, many students feel bored when they cannot catch or understand difficult material. Moreover, English has many rules in making a sentence such as vocabulary and grammar which makes English difficult to understand. Difficulties in understanding or learning English are also caused by environmental factors. In Indonesia, English can be said as the third language after regional languages and Indonesian. Students use English as their foreign language, so communicating in a foreign language is difficult. Learning English is unable to be divided by grammar, tenses and verb. In grammar learnings' rules, the students have to understand how the word form to use and how to arrange the words become sentence to communicate or into meaningful sentence (Nainggolan, 2021).

When people in Indonesia are having a conversation, retelling a prior narrative, or discussing future plans, they simply include a signal of time to indicate the event is taking place. In the rules of English, there is a verb that may show whether or not an event is taking place, regardless of whether or not the time signal is there. As a result, tenses are crucial in language teaching and learning. The user need to know how to use the tenses formula, then users also need to recognize when and how an event occurs in a conversation. Tense is important to understand since it is one of the grammatical roles that modifies the verb to signify the time of action in both oral and written communication (Purwaningsih et al., 2021).

The use of technology-based interactive media such as Quiz Maker, Make it, Quizizz, Kahoot, is part of a digital media supplementary that support the teacher in ordering the materials for learners. (Meidasari, 2017). From several applications that support online learning, it is hoped that it can create a fun learning situation and stimulate students' social connections. According to Badroeni et al., (2020) English have many formulas that could make learners feel bored while learning the material because of English is a foreign language that being taught for Indonesian students, especially grammar which is difficult to understand. Grammar is a key component in the context of language teaching , to enable students to achieve competence in using grammar to understand and produce efficient, effective, and appropriate spoken and written discourse (Benitez-correa et al., 2019).

Teaching grammar or grammar requires an effective strategy because it is considered difficult for students. Difficult situations experienced by students in

understanding basic English grammar require appropriate strategies and media. This is because the learning media used by teachers are limited and students' learning motivation is lacking (Ayu et al., 2021). Tenses are basic learning of English. Tenses are groups of verbs in English that are connected with a description of an event in which each sentence consists of a subject, a verb, as well as an object or description (Wulan Sari & Dwi Hartanto, 2016). Tenses consist of three major parts, namely present, past, future, each of which has four derivative branches. The total number of tenses is sixteen, namely, the present has four parts, the past has four parts, and the future has eight parts. Tenses are used to compose a good sentence and have different ways of using it depending on the time followed by the verb used (Nainggolan, 2021). The initial observations made in Univeritas Pendidikan Ganesha, students got material about future tense. The students faced confusion on determining the formula used in each formula in the future tense because learning tenses is a basic material that has just been learned at the first year level in college. Therefore, this research focus to develop the tenses material especially future tense to help teacher in teaching use digital platform.

Several varieties in studying grammar aids that may be used in the process of learning is Quizizz. Quizizz application known as creative and enjoyable multiplayer puzzle game (Suharsono, 2020). Quizizz could be operated in gadgets, students could participate by simply insert the game code without pre-registration. There are many different types of quizzes that allow the users to entertain, repeat, engage, or accept in large numbers (Suharsono, 2020). According to Mei (2018) giving students a test will make students active and focus on the material provided by the teacher, helping them feel less bored while studying and increasing the number of students created. For form assessment, quizzes can determine each student's right or wrong answer, making learning more effective by finding documents that must be corrected (Huisman, 2018).

Face-to-face learning activities that cannot be carried out thoroughly force teachers to be creative in teaching. Teachers must be able to adapt to media or applications that support learning activities such as power points, google classroom, and schoology. In teaching IEC (Intensive English Course) courses that lead to grammar learning, the lecturers use virtual meeting applications to explain the

material being taught in addition to using power points in delivering explanations. Giving quizzes related to the material is given through different applications such as schoology or websites that accommodate these subjects by providing close or loose deadlines. Answering quizzes after receiving material that takes a lot of time could certainly affect bored situation in learning, therefore the development of tenses material is the purpose of this research, especially future tenses that are supported by the use of the Quizizz application so that students do not feel bored in answering quizzes related to IEC material. The method of this study is proposed by Richey and Klein (2005) use Design and Development model with first category.

1.2 Research Questions

Two questions of the research are used by researcher based on the research background:

1) What are the procedures to develop digital supplementary material for learning future tense by using Quizizz?
2) How is the quality of digital supplementary material for learning future tense developed by using Quizizz?

1.3 Research Objectives

This research conduct two goals namely general objectives and specific objectives that could be seen as follow:

1) General objectives

   This study discussed the digital supplementary material development procedures for assessing future tense for English learners and describe the quality of the digital supplementary for assessing future tense material using Quizizz application.

2) Particular objectives

   a. To analyze the procedures in developing digital supplementary material for assessing future tense by using Quizizz.

   b. To analyze the quality of digital supplementary for assessing future tense material developed by using Quizizz.

1.4 Research Significances

1) Theoretical

Theoretically, it is hoped that this research can add insight into the development of digital supplementary by using the Quizizz application that is useful in assessing future tense for first year students.

2) Practical

   a. For learners

   The result of this study is expected to help improve students' grammar skill especially future tense in English.

   b. For teacher

   The study's findings are expected to provide as a source of new information and as a creative learning medium in the teaching of English.

   c. For other researcher

   The study could be useful to improve comprehension about the development of the digital supplementary using Quizizz.

1.5 Scope of the Research

The research scope in this study is the first level of college students in English language education study program at Universitas Pendidikan Ganehsa, Singaraja. The focus on this study is creating a product in developing digital supplementary in English foreign language context for assessing future tense material by Quizizz.