

CHAPTER I

INTRODUCTION

In this section the author presents an introduction to this research. As for what is presented in this chapter is the background of the study, problem identification, limitations of the problem, research questions, research objectives, research significance, and the scope of this research. The introduction section is presented as follows.

1.1 Background of the study

In the learning process, of course, apart from discussing the material, we also have to carry out assessment activities. Where teachers and students carry out the process of evaluating the learning process that has been carried out. Educational evaluation can be interpreted as an action or activity carried out with the intention or process that takes place in order to determine the value of everything in the world of education. Or in other words educational evaluation is an activity or process of determining the value of education, so that the quality or results can be known. Evaluation of learning is very important to do to determine the effectiveness of a learning system implemented by educators. Because if an educator does not carry out an evaluation, it is the same as teaching staff there is no progress in designing learning systems. Evaluation in the world of education we often hear about Learning Evaluation, where educators are required to evaluate the learning they provide to students. Although learning evaluation is usually carried out at the end of learning, evaluation is designed in such a way and

prepared before learning takes place. With the aim of evaluation, both educators and students must prepare themselves before the evaluation is carried out so that the desired results are met according to or exceed the Minimum Completeness Criteria. Each learning process certainly requires learning outcomes as a means of measuring student abilities. Evaluation activity can find out students' thinking skills in the learning activities that have been carried out. This is indicated by the ability of students to work on evaluation questions. Assessment can be done during the teaching and learning process. The aspects to be assessed must be determined in advance so that the teacher has guidelines in carrying out the assessment. Nuriyah (2014: 76) suggests that there are several assessment principles that are important to know, namely practicality, reliability, validity, and authenticity. Assessment test is said to be practical if the test is not too expensive to administer, easy to implement, and the assessment does not take too long. What is meant by reliability is consistent and reliable. If you give the same test to the same student or correlate two sets of parallel tests, and the results are relatively the same, the test is said to be reliable. Reliability can include inter-rater reliability and implementation reliability. Reliability between raters will occur if the results of the assessments carried out by several raters are relatively the same. In its function as an assessor of student learning outcomes, the teacher should continuously follow the learning outcomes that have been achieved by students from time to time. Information obtained through this evaluation is a feedback to the teaching and learning process. This feedback will be used as a starting point for improving and enhancing the next teaching and learning process. Thus the

teaching and learning process will continue to be improved to obtain optimal results.

One of the learning media that can be used as an evaluation tool is quizizz. Already familiar, quizizz is an application that has many versions, namely applications and web that can be used when using an internet connection. The use of Quizizz as a learning media development according to millennial generation trainees has advantages such as fun, real time, and effective (Pitoyo et al., 2020). So, there are actually many reasons why we should use quizizz. Quizizz application is an application that can be used in learning. Quizizz can be used to create multiple choice questions with 4 (four) answer choices with one answer choice from questions, open questions, or others. If the teacher creates questions that require pictures, tables, graphs and so on, this application allows for that. After the questions are compiled, and ready, the questions can be distributed to students by informing them using six number codes that appear automatically when the questions will be distributed to students. This application will inform the analysis of questions; Knowing the questions answered correctly by students and questions answered incorrectly by students. Another information is that the teacher will get information about the student with the highest score. The advantage of this application is that it can be used outside of school hours, such as homework. If this application is used to create homework, then the processing time limit can be set. The questions in this application can be randomized so that if they are used for a test, the possibility of cheating can be minimized. This quizizz application is not difficult to use and has many features and is suitable for use at all levels of education. And besides that, teachers can also easily get student

score data because in the quizizz application we can immediately see the scores obtained by students. Therefore, Quizizz is a suitable learning media for online evaluation tools in the learning process in the 5.0 era based on digital learning.

Blended learning means that it is one of the innovations applied in the world of education. So, this blended learning learning model is a learning method by combining face-to-face learning in the classroom and also online or distance learning. Learning is not only formal, but also informal lessons. Blended learning is a solution that is widely used during the Covid-19 pandemic throughout the world. Initially, learning was carried out only online, but after the pandemic subsided, blended learning was gradually carried out. Blended learning is actually not only used in the world of education, but is also used in the development of human resources in the world of work. The development is used to improve performance individually and as a team. The concept is the same, namely face-to-face and online. The blended learning model is able to increase the flexibility and individualization of the student or student learning experience, but also allows teachers to streamline the time they spend as learning facilitators. There are various blended learning models that have been developed. The blended learning not only for online learning such as one of the type of blended learning there is Flex Blended Learning. Flex is included in the type of Blended Learning model where online learning is the core or the backbone of student learning, but is still supported by offline learning activities. Students continue learning that begins in the classroom on a flexible schedule that is individually tailored to a variety of learning modalities. Most students are still studying at school, except for homework. Teachers provide face-to-face learning support in a flexible and

adaptive manner as needed through activities such as small group teaching, group projects, and personal tutoring. In post pandemic period, Indonesia still learn using blended learning by different type from each schools depending on each school's policy.

Indonesia was impacted by the Covid-19 pandemic between the beginning of 2020 and the middle of 2022, namely in all facets of people's life, including the education system. Schools in Indonesia have embraced online learning during the past two years so that all students may complete their course from home using their individual devices, PCs, or laptops. Between March 2020 and March 2022, this condition persisted. Then entering April 2022 the government began issuing a policy starting limited face-to-face learning where schools implemented a shift system for students to adapt to new normal conditions. The school has implemented a blended learning system, where students learn face to face at school and also continue to use the online learning system alternately. As of June 2022 schools have started implementing a face-to-face learning system as a whole without dividing shifts between students anymore. All students have started face-to-face learning but with a short duration of face-to-face learning. Thus students are usually given material exposure at school then work on evaluation activities at home which are given online. Then entering the end of 2022 schools have started implementing a full offline learning system with normal study duration in post-pandemic conditions. The entire learning process is carried out in schools, both in the process of presenting material and in evaluation activities. Of course this situation has led to different impressions for students about the evaluation system.

This study discusses how was the implementation of quizizz application as an evaluation tools in English learning at SMK Negeri 2 Singaraja and How was the students perceive the used of quizizz application as online evaluation tool in English learning at SMK Negeri 2 Singaraja. In addition, this research can be used as a reference for readers who are looking for the right learning strategies or media for digital learning approaches and assessment systems in the learning process. As for this advantage, it has advantages over other studies. This study focuses on the perception of students in SMK which is actually different from SMA. The curriculum given to high school students aims to prepare students to be able to think logically and scientifically structured as preparation for higher education. Meanwhile, vocational learning prepares students to have adequate competence to enter the world of work after graduation. From these two different objectives, the curriculum and learning system applied are also different. SMA learn more about theory while SMK has a higher proportion of hands-on practice. Compared to SMA, SMK emphasizes practical matters more than theory, students are taught practical skills directly until they really understand and later when they graduate they are proficient in their fields and with their abilities they can use their future in the world of work. . Therefore, this research is useful to find out how the perception of students towards the use of the Quizizz application in learning English in Vocational Schools is given on the condition that students in Vocational Schools must get learning that prioritizes skills.

1.2 Problem identification

The phenomenon that occurs is regarding learning in the post-pandemic period. Post pandemic is a new era that we know as the era of digitalization. This era has great potential for youth as future leaders who need to prepare themselves and learn a lot from the pandemic situation. When carrying out online learning, many technologies have been used to carry out the learning process that has been carried out, such as the quizizz application, which is an online evaluation tool used in class XI TK 1 at SMKN 2 Singaraja. In the post-pandemic era, learning is carried out in full online, then how to use technology that has been carried out in online learning. In this post-pandemic youth are required to prepare themselves and learn from the pandemic situation and on the other hand, we must continue to use technological advances in the learning process so that education in Indonesia develops to be more advanced by utilizing technological sophistication. Therefore it is necessary to have an innovation where students' habits during online learning can still be applied even in face-to-face learning as it is today.

1.3 Limitation of the problem

Based on the background and identification of the problem, the limitation of the problem in this study is the limitation of students' perceptions regarding the use of quiz applications as an online evaluation tool in learning English at SMKN 2 Singaraja. Where the studies contained in this study include students' positive or negative perceptions of the object of research. And how the implementation of the quizizz application in learning English.

1.4 Research question

Based on the research background, problem identification and limitations of the existing problems, the research question in this study is described as follows.

1. How was Quizizz implemented as an evaluation tool in learning English at SMK Negeri 2 Singaraja?
2. How did students perceive Quizizz as an online evaluation tool in learning English at SMK Negeri 2 Singaraja?

1.5 Research objectives

Based on the research background, problem identification, limitation of the problems, research questions that have been described as for the research objectives in this study are as follows.

1. To know how is Quizizz implemented as an evaluation tool in learning English.
2. To know how students perceive the use of quizizz as an online evaluation tool in learning English.

1.6 Research significance

The results of this study can produce the following sections, such as:

1.6.1 Theoretical Significance

In general, this research aims to know the student's perception of Learning English using quizizz application as an online evaluation tools. So, looking into the result can be a reference of English learning process. The perception and the aspiration can be a consideration in the English Learning Process, especially in blended learning in post pandemic period. They can be beneficial in the future in different places and different situations.

1.6.2 Practically Significance

This research is hoped to give many benefits to readers. The practical benefits of this research can be felt by researchers, teachers, and also students as follows.

1.6.2.1 For researcher:

Increase experience and knowledge about student perceptions in Learning English using quizizz application as an online evaluation tools.

1.6.2.2 For Teacher:

Provide a perception and aspiration that can be used as a reference and consideration in conducting the online evaluation tools for vocational high schools.

1.6.2.3 For Students

Using the quizizz application students can carry out evaluation activities at school in the application of blended learning in the post pandemic period.

1.7 Scope of the research

In this research, the scope was focused on the area that is located in Singaraja, Bali on the eleventh-grade students of SMK Negeri 2 Singaraja. The eleventh-grade students of second semester term are chosen because they have an experience using quizizz application in English subject. Therefore, the limitation will investigate the implementation of the quizizz application in English learning and how students perceive the use of quizizz as an online evaluation tool in learning English.

