# CHAPTER I

# INTRODUCTION

This chapter presents the research background, problem identification, research limitation, research questions, research objectives, and the significance of this study.

## 1.1 Research Background

Language is one of the most essential aspects of communication, and it serves as a means of contact between countries all over the globe. According to Sharma & Puri (2020), there are four skills in English that need to be mastered by EFL students, namely, reading, speaking, listening, and writing. In line with Wulandari (2022), she stated that the ability to master all of these fundamental skills is the most essential part of learning English, and success is evaluated in terms of the ability to comprehend English more easily. In mastering all these basic skills, the teacher greatly influences it. Language learning cannot be separated from the role of a teacher. Lestariningsih (2018) stated that language teachers are required to have 12 pedagogical abilities, one of which is creating creative and innovative learning. Developments in teaching, especially in responding to the needs of teaching in the 21st century, eliminate the traditional view of teaching, which sees teaching as only an activity of transferring knowledge from teacher to student. Along with the development of the 21st century, teachers are required to integrate technology into the learning process to realize creative and innovative learning.

Nowadays, the digital era provides an easy way for teachers to create creative and innovative learning. Indrayana (2022) states that the technology development in this digital era can create a fruitful for both learners and teachers. It has a great impact

on the language learning process by increasing students' learning interest (Wulandari, 2022). Sartini (2020) argues that technology development provides various educational applications used for all education levels by providing an enjoyable learning process that leads students to have higher learning commitment. Integrating technology helps students not to feel bored and more enthusiastic in class. It can be one of the teaching and learning strategies used by the teachers so that learning will not be monotonous. According to Oktavian & Aldya (2020), the existence of technological contributions in learning can increase student learning interest because technology-integrated learning is different from traditional teaching, it involves audio, images, and videos that can attract students' attention so that students feel interested in their learning process.

Teachers are able to function technology in interactive ways to stimulate students' interest, considering that the students are supposed to actively participate in the learning process. Boyle and Nicol (2003) state that achieving optimal technological integration in the classroom can be done by using interactive technologies to pursue students' responses. The technology in question is not only facilitate students with various learning sources but can function as an assessment tool that offers interactive quiz giving instant feedback and review for the students' work (Rahayu & Purnawarman, 2019). Irwansyah and Qurrota (2022) state that interactive quizzes manifesting through the technological means will provide a joyful learning that generates students' learning desires and interests as a psychological influence.

One of the integration of technology-based-learning media that can be done in the classroom is mobile-assisted, which is called Mobile Assisted Language Learning (MALL). MALL makes it easy for teachers to package learning materials that can be

accessed anytime and anywhere. According to Gholami & Azarmi (2021), MALL is a merging language teaching methodology which can effectively integrate listening, reading, and speaking activities. Professionally developed materials can be delivered through mobile phones to improve English language learners' vocabulary acquisition and critical thinking skills. Students can read definitions of words and sentences, improve pronunciation skills, and develop their thinking skills through quizzes. Kim et al. (2017) stated that there are two mobile learning and mobile learning situations such as SMS-Based learning and game-based learning. From the two these type, the mobile assisted that can be used in the class is game-based learning. It can serve interactive quizzes with a lot of animation there.

Quizizz is one of game-based learning that usually used by the English teachers to conduct interactive quiz for providing fun learning activities to stimulate students' learning interest. Safitri et al. (2019)  state that Quizizz is an educational application that can be implemented directly and indirectly all students' levels (elementary – college). Zuhriyah and Pratolo (2020) also has the same argument where Quizizz can be utilized for the beginner until higher educational levels where it is regarded as an interactive quiz application used for reducing students' boringness. In line with research conducted by Salsabila et al. (2020) stated that Quizizz is one of the media that is able to create a fun learning atmosphere without eliminating students' understanding of the learning material. Moreover, she emphasized that many felt the benefits of using Quizizz because this media can motivate brain work and time management. Moreover, research conducted by Hidayah et al. (2021) also stated that

the use of Quizizz has 95% accuracy in creating learning that can hone creativity and is perceived as a good learning medium by students.

Perception is a cognitive process that involves an individual's organization and interpretation of sensory information to obtain meaning from their environment (Robbins & Judge, 2013). The humans who receive stimulation from their environment will manifest an understanding, or it can be said as a perception. This perception is a response to what is seen and felt by each individual from an object that is observed and will affect the mindset. In line with the perception of EFL students who use Quizizz in learning English, it is a view or response to the use of Quizizz as their English learning media. Every perception that students produce is likely to be different even though they observe the same context. Differences in perception of each individual can occur because they are influenced by several things, such as knowledge, experience, and point of view (Jayanti & Arista, 2019). For example, students' perceptions of the use of Quizizz are good because they are considered to be able to increase student motivation in learning English so that students must be able to use the Quizizz media well. However, in its implementation, students will always find challenges in using Quizizz.

Several studies have conducted observations in assessing Quizizz. Such as research conducted by Ardiansyah (2023) which analyzed students' perceptions of the use of Quizizz in Mathematics. In his research, he found that SMK Tanjung students had a positive response to the use of the Quizizz program but had challenges such as technical problems and time management. Second, research conducted by Bindiya & Fediyanto (2023) regarding EFL students' perceptions of the use of Quizizz in

formative assessments in English language learning. In his research, he found that the findings showed a positive response in each construct used to assess. However, there are challenges regarding the limitations of question types, signal problems, and lack of facilities provided by the school. Third, research conducted by Kadek et al. (2021) which examined students' perceptions and obstacles in using Quizizz during the pandemic. This study found that students' perceptions of the use of Quizizz had a very good perception, but an unstable internet connection was an obstacle experienced by students in using Quizizz.

From several previous studies, researchers concluded that there are similarities in this study, namely analyzing student perceptions of the use of Quizizz. However, in this study, researchers have differences. The gap of this study is using a different location, namely SMPN 3 Singaraja as the setting for this research. It is also use mixed method in term of explanatory sequential as the method of this research. Apart from that, the researcher also used the UTAUT theory from Venkatesh et al. (2003). The perceptions assessed were the performance expectancy dimension, effort expectancy dimension, social influence dimension, and facilitating condition dimension. This theory discusses the extent of the system can help them achieve benefits in their work. The extent of the level of ease associated with the use of the system. The extent of the social influence on the use of the system for them. Lastly, the extent of the organizational and technical infrastructure in place to support the implementation of the system. Then, to gain information about students' challenges, the researcher used the theory from Savinna (2022). As with research conducted by Savinna (2022), the results show that some challenges arise in the use of Quizizz; they are classified into

three: (1) school facilities, (2) the process of creating questions, and (3) classroom situations.

The preliminary observation conducted at SMPN 3 Singaraja shows that the EFL teachers also conduct a learning process by utilizing Quizizz. English teachers at SMP 3 Singaraja have been using Quizizz for a long time in English classes and extracurricular activities. The teacher uses quizzes as a variation of a learning strategy to create creative and innovative learning. In addition, the use of Quizizz is also used in English language learning as a media for student evaluation and teaching. Students' responses about the use of Quizizz in the teaching and learning process are quite good. Many students give a positive attitude toward the use of Quizizz. One of them is that they are more focused and concentrated when the teacher teaches. However, according to school regulations, students are not allowed to bring their personal smartphones to school. The reason is because junior high school students are considered to be in the transition period from childhood to adolescence where smartphones are feared to be a distraction to students' concentration in learning. Therefore, it is very important to know students' perceptions about using Quizizz as a learning platform to help their learning process. Although many studies have examined Quizizz, research that examines the use of Quizizz at SMP N 3 Singaraja and uses UTAUT theory as the basis for its research has not been studied.Therefore, the researcher wanted to find out how students' perceptions at SMP N 3 Singaraja, especially regarding the use of Quizizz and the challenges faced by students in its implementation.

## 1.2  Problem Identification

Along with the development of the 21st century, teachers are required to integrate technology into the learning process to realize creative and innovative learning. One way to realize creative and innovative learning is to implement game-based learning into learning. Quizizz is one of the game-based learning that is usually used by teachers to create creative and innovative learning, but in its implementation there will always be challenges. Since the use of Quizizz at SMPN 3 Singaraja, students have experienced significant changes in learning English. Therefore, it is very important to know how students perceive the use of Quizizz in EFL classes and what challenges students face when implementing Quizizz at SMPN 3 Singaraja, especially among 9th grade students. The reason for choosing 9th grade is because 9th grade students are the class that has been using Quizizz for a long time than other grade. So the experience they have will be more than others.

## 1.3  Research Limitation

Based on the background and identification of the problem, this study only focuses on the students' perceptions toward the use of Quizizz and the challenges faced in implementing Quizizz.

## 1.4  Research Questions

Based on the research background and the identified problems, there are two research questions underlined in this study such as:

1. What are the students' perception toward the use of Quizizz in EFL Classroom Learning?

2. What are the challenges during the implementation of Quizizz in EFL Classroom Learning?

## 1.5 Research Objectives

Based on the research questions above, the purposes of this study are:

1. To find out the students' perception toward the use of Quizizz in EFL Classroom Learning.

2. To find out the challenges during the implementation of Quizizz in EFL Classroom Learning.

## 1.6 Research Significances

### 1. Theoretical Significance

The result of this study aims to provide a contribution to educational theory, especially in teaching English as a Foreign Language (EFL). This study can also be used as a reference or source about the students' perceptions of Quizizz.

### 2. Practical Significance

The result of this study is expected to give positive contribution to the teachers, students, and other researcher.

#### a. For The Teacher

Teacher can use the result of this study as a consideration in implementing a teaching strategies for creating a creative and innovative learning process.

**b. For Students**

This study is also intended to give a beneficial to the students. Through this study, it is expected that students are aware on the importance of using Quizizz as an interactive quiz tool.

**c. For Other Researchers**

The result of this study can be used as reference or alternative sources by the other researchers who intend to conduct research which has a same topic or expand it into further research.