

CHAPTER I

INTRODUCTION

The first chapter provides the background of this research. This chapter discusses why the researcher conducted this research and the question that the researcher wanted to examine and answer.

1.1. Background of Study

Indonesia is one of the countries that does not use English as a colloquial or formal language (non-English speaking country). Therefore, in Indonesia, the process of teaching and learning English is referred to as teaching English as a foreign language (TEFL). Yudiastini Astuti (2018) argues that English has been accepted as a foreign language in Indonesia since 1945, and in 1967 the Indonesian Government designated English as a foreign language used for academic purposes. In line with that, Gunantar (2016) states that English was an international language that students had to study because English was beneficial not only for science and technology but also for economic and career progress. The constitution of Indonesia, Undang – undang No. 20 Tahun 2003 Bab VII Pasal 33, also supported teaching English as a foreign language in Indonesia. It stated that foreign languages were used as instruction in specific educational settings to improve students' foreign language skills.

However, even though English has been taught in Indonesia for a long time, learning English for most Indonesian students is still an issue due to ineffective teaching techniques. According to Wibisono (2012), teachers' conventional teaching methods used when delivering the material could cause boredom for students, decreasing student motivation and involvement in learning English. In general, traditional teaching methods are considered monotonous and less attractive because they have a fixed learning structure that makes students less involved and interacting in the learning process, so they become unmotivated, creative, and innovative (Lamrani & Abdelwahed, 2020). Moreover, Riahipour & Saba (2012) suggested that the traditional teaching technique, such as memorizing vocabulary lists, repetition of words or drilling,

translation, and fill in the blank, were old-fashioned and not practical to develop students' English skills. Therefore the teacher needs to change their teaching technique and implement more creative and innovative teaching media.

Technological advances were developing rapidly in the 21st century. Every aspect of human social life, including education, was technology-oriented. Sarica & Cavus (2009) in Priyanti et al. (2019) stated that technology has become a trend in the post-millennial era and has automatically entered the daily routine of the post-millennial generation, such as social interactions, economic, lifestyle, and education. In addition, today's students are also digital users who could not be separated from technology. Therefore, teachers are required to involve technology in their teaching technique and use technology as a teaching medium. According to Santosa (2017), teachers must integrate technology into the classroom teaching and learning activities to meet the needs of generation Z's students who could not live without technology.

One of the teaching techniques that involved the use of technology is gamification. By taking advantage of technological advances, gamification uses game mechanisms to transform a less practical educational experience into an effective learning process that supports learners in achieving their learning goals and objectives (Lamrani & Abdelwahed, 2020). Barata et al. (2013) define gamification as a new teaching technique that employs game components in a non-game context that invites students to solve a problem. At the same time, Stott & Neustaedter (2013) argue that a teaching technique that applies game dynamics in a non-game setting that aims to increase student motivation and achievement is called gamification. Furthermore, Pede & Accardo (2017) argue that gamification refers to the adoption of online video game elements in classroom learning activities, aiming to reinforce students' learning motivation and achievement. The teacher can use several gamification applications to engage students in the learning process and improve student achievements, such as Kahoot!, Quizizz, FlipQuiz, Duolingo, and many more. This study focuses on the implementation of Quizizz as a learning medium to improve student learning achievement.

Quizizz is a digital platform that provides various types of quizzes that can be accessed using smartphones, personal computers, iPad, and tablets. According to Nanda et al. (2018), Quizizz is a fun multiplayer gamification software that enables teachers to create exciting teaching and learning activities for students. Likewise, Abdullah (2019) suggested that Quizizz was a costless e-learning device that teachers and students could access from smartphones, computers, and other mobile devices. Quizizz was widely used by teachers and learning instructors because it positively affects students' language learning. Pitoyo et al. (2020) stated that students in classes who were taught using Quizizz felt more motivated to learn and want to know more after being given several tests using Quizizz. Chaiyo & Nokham (2017) also argue that students show positive responses when the teacher assigned a quiz using the Quizizz software.

One of the studies that used Quizizz to increase student learning motivation, which impacted students' grammar mastery in tertiary institutions, was conducted by Dewi et al. (2020). This study's objective was to determine the effect of the Mobile-Assisted Language Learning (MALL) strategy through the Quizizz platform on students' grammar mastery. This study indicated that the MALL strategy through Quizizz was relevant for grammar learning because the experimental students' mean scores were higher than those in the control group. The significant effect size value of 0.92 also supported the findings of this study.

Due to the significant result of the above research, the researcher decided to conduct specific research to investigate the considerable effect of Quizizz as a teaching and learning devices on the English achievement of the tenth-grade EFL secondary students. Unlike the previous research conducted in higher education which involved 4th-semester students of English Language Education UNDIKSHA, the current study was conducted in SMA Negeri 1 Singaraja involving 10th-grade students. Moreover, compared to the previous research, which utilized Quizizz to teach grammar, this research uses Quizizz to teach English in general because, in high school, English grammar does not have a particular subject. Since grammar is a part of learning English, the

current study's gap investigates the effect of Quizizz on tenth-grade EFL students' English achievement.

This research needs to be done to determine whether the application of Quizizz in learning English in secondary schools, especially in the tenth grade, can encourage and motivate students to perform better, especially during a pandemic situation where students are required to learn from home. The curiosity to apply Quizizz in teaching English for the tenth grade led researchers to conduct research entitled "The Effect of Quizizz on English Achievement of Tenth Grade EFL Students."

1.2. Identification of Problem

Based on the current study's research background, it was known that the utilization of technological advances as a medium of learning had become a trend in the education system. The integration of technology in English learning activities has been gradually implemented in secondary schools, especially in urban areas. However, since the COVID-19 pandemic has disrupted the teaching and learning activities in schools and caused the students to learn from home, the use of technology was increasingly widespread. All teaching and learning processes were carried out online through video conferencing, chat applications, and virtual classes. However, based on the researcher's preliminary research, most teaching activities carried out online are considered boring and less motivating, resulting in a decline in students' English achievement. In line with that, Hidayat & Noeraida (2020) stated that online learning reduced students' learning motivation which causes them to become passive learners. Therefore, to improve online education during the pandemic, teachers must apply various teaching strategies (Yulia, 2020). For that reason, the researcher attempted to conduct research to determine the impact of technology-based instruction in the form of game-based learning called Quizizz on student achievement in one of the high schools in Singaraja, namely SMA Negeri 1 Singaraja.

1.3. Research Limitation

This study's focus was to determine the effect of Quizizz on the English achievement of SMA Negeri 1 Singaraja's tenth-grade students. Therefore, this research was limited to two sample groups, namely X MIPA 4 and X MIPA 6, taught by Mrs. Indah Citra Dewi, S.Pd. These samples were divided into the experimental group and the control group. These two sample groups represented the entire total population of tenth-grade students of SMA Negeri 1 Singaraja.

1.4. Research Question

Based on the reasons mentioned earlier, the researcher was interested in discussing the effect of Quizizz as a learning medium to improve students' English achievement. Thus, the research question to be answered through this research was:

1. Is there any significant effect on the use of Quizizz as a teaching device toward students' English achievement?

1.5. Objectives of the Study

Through this research, the researcher aimed to determine the effect of Quizizz as a teaching tool on the English learning achievement of tenth-grade students of SMA Negeri 1 Singaraja. This research monitored students' grades in English learning and considered whether using the gamification device, namely Quizizz, could improve students' English comprehension and achievement over time.

1.6. Significance of the study

1.6.1 Theoretical Significance

This research is expected to contribute and strengthen the empirical theory of teaching English, especially in the use of exciting and motivating learning media.

1.6.2 Practical Significance

a) For Teacher

The present research is essential for English teachers because this research provided an intriguing new reference for using Quizizz as a classroom teaching device, especially for online learning media, which helped improve students' mastery of English even though students have to learn from home. In practical terms, this study provides a guide for English teachers in practising the use of Quizizz to teach English to EFL students, which aims to motivate their understanding of English. In conclusion, this study provides ideas and guidelines or ways to develop Quizizz as new teaching and learning medium that can motivate students to learn and improve their English achievement.

b) For Students

Apart from teachers, this research is also significant for students. Through this research, students can acquire more exciting learning experiences even though they learn from home due to the conditions of Covid-19, so they will be more enthusiastic in learning English. This research can answer the obstacles that teachers and students often face when learning English, especially during online learning, such as lack of motivation and difficulty understanding material. Therefore, using Quizizz can be a strategy to solve the problem when they face difficulties in learning English.

c) For Readers

For readers, this study provides information about common obstacles teachers and students usually face in teaching and learning English, especially the barriers they often face due to online learning. Then how to use a gamification platform like Quizizz as the answer to this problem. In other words, this study provides information that explains problems in learning English and how to solve these problems.

1.7. Definition of Key Terms

1. Quizizz

a) Conceptual Definition

According to Zhao (2019), Quizizz was an educational game-based online platform that could create an exciting and interactive learning process through fun exercises that could be conducted in multiplayer. Mei et al. (2018) stated that Quizizz was one of the digital applications that accessible through computers, smartphones, tablets, and iPad, and also available in many mobile operating systems such as iOS, Android, and chrome so that Quizizz was easy to access and allow the students to practice together synchronously or asynchronously. Quizizz was a user-friendly application that was equipped with many features that easy to use by the teacher and the student. Juniarta et al. (2020) explained that through the "create a quiz" feature provided by Quizizz, the teacher could create a multiple-choice quiz along with answer keys that in accordance with the learning topics, and the students could join the quizzes simultaneously using a feature called "join quiz". A direct report feature also provided by Quizizz for both the students and the teacher. The reports provided to the teacher will include student scores, ranking the students' grades from highest to lowest, and the analysis of the questions that are most frequently answered incorrectly by the students. Meanwhile, the students' reports will include student's scores, their rank, and the answer keys of the questions.

b) Operational Definition

Quizizz was a gamified application used by the teacher as a teaching device to teach English subjects to tenth-grade students at SMA Negeri 1 Singaraja. There were three topics taught to the students using Quizizz, namely simple past and present perfect tense, recount text, and narrative text.

2. Gamification

a) Conceptual Definition

Landers and Callan (2011) in Pitoyo et al. (2019) stated that gamification was a novel teaching technique that linked game elements with education to create an exciting learning process for students. Furthermore, Yanes & Bououd (2019) argued that gamification was a teaching technique that educators currently use to foster student involvement in learning activities, including English learning activities. Bicen & Kocakoyun (2018)

explained that in order for the learning process using gamification to be successfully implemented, the gamification application used by the teacher must include game mechanisms, such as points, levels, badges, and leader boards, as well as game dynamics such as awards, achievements, and competition. Gamification technique was highly recommended for teachers in the teaching and learning process, especially during online learning, because in addition to increasing students' motivation and participation, gamification could improve the quality of student learning and encourage students to learn independently and improve students' digital literacy (Rapti, 2013).

b) Operational Definition

Gamification was a teaching technique that utilizes technological advances and game elements implemented through the Quizizz application to teach tenth-grade students of SMA Negeri 1 Singaraja, which aimed to increase student motivation, involvement, and achievement in English teaching and learning activities.

3. English as a Foreign Language (EFL)

a) Conceptual Definition

The terms English as a foreign language refer to the English learning process conducted in an environment where English was not the first language and studied by non-native speakers (Iwai, 2011). In addition, Sulistiyo (2016a) explained that learning English as a foreign language occurred in countries where people rarely use English in daily communication or as a formal language, so that English was only used and studied by EFL students in the classroom. In line with the previous researcher, Oxford & Shearin (1994) stated that English as a foreign language was a foreign language learning process that only occurred in the classroom or formal education. South Korea, Japan, China and Indonesia are some of the non-English speaking countries that use and teach English as a foreign language.

b) Operational Definition

English as a foreign language (EFL) was the process of learning English as a foreign language carried out at SMA Negeri 1 Singaraja for tenth-grade students. Because the tenth-grade students of SMA Negeri 1 Singaraja learned English as a foreign language, they could be called EFL learners.

4. Learning Achievement

a) Conceptual Definition

Lee (2015) explained that learning achievement was a learning outcome that showed changes that occurred in students after obtaining complete knowledge or skills through the learning process. There are two types of learning achievement in learning English: oral achievement, which measures listening and speaking abilities, and writing achievement, which measures students' reading and writing abilities (Rahardjo & Pertiwi, 2020).

In English learning, one of the most important factors that influence the success and achievement of students is motivation. Oxford & Shearin (1994) reported that motivation dramatically affects students' ability in achievement tests, student's level of English proficiency, and the length of time students can maintain their English skills after the learning process is complete.

b) Operational Definition

Learning achievement or English learning achievement was the dependent variable of this study. Therefore, the researcher wished to carry out a study that could measure students' English achievement, primarily written achievement, which focuses on students' reading skills.