CHAPTER I
INTRODUCTION

In this chapter, the researcher will discuss in detail the introduction. This chapter presents the background of the study, statement of the problem, limitation of problem, and research objectives.

A. Background Of Study

Today, technology is important in all aspects of human life, we use technology to help and facilitate all works we do. Likewise in the aspect of education, educational staffs often depend on the technology they use in this field. According to Adnyani, Adnyana, and Murniasih (2019) technology in the educational aspect have many benefits such as; if students use technology appropriately, it can help students plan for their future careers; the introduction of technology in the classroom is an important way to engage with all students using different teaching strategies; technology can provide opportunities for students to enhance engagement with their classmates and teachers by collaboration; also technology makes it simpler and quicker for students to access new information around the world to study.

The 21st century can be said as the age of technology, information, and knowledge development that can be seen by the industrial, social, and cultural transformations caused by technological innovation and the rapid flow of information. Fredman (2007) describes this change as "the world is flat"—which refers to a condition in which the world has been freed from the boundaries of distance and time due to technological developments. Amid these changes, the development of information and communication technology also has an impact on educational aspects, especially in the teaching and learning aspects.

According to the Badan Nasional Standar Pendidikan (2010), some of the impacts obtained from these developments are the shift in the dominance of teaching techniques from traditional to technology-based teaching and changes in educational models, such as the teacher center learning process which becomes a student center and individual learning which becomes team-based learning. To overcome this impact, education in the 21st century must always move along with the changing times, which makes education today must change from its conventional nature to modern education that utilizes technology.

Technology in education is mostly used as the media in the teaching-learning process to improve the effectiveness of students' participation in classroom activities based on the concept of games. Technology has a close relationship with learning for millennial generations, from elementary to advanced age. To meet the needs of the education world for the millennial generation, integration between information and communication technology also education, especially teaching-learning is needed.

Correia & Santos (2017) stated that one method that can be taken is to use online application-based learning media and use game-based learning methods (gamification). Online learning applications and gamification will be useful to facilitate assessments, enhance student engagement, motivation and learning. in the learning process.

Zichermann & Cunningham in Marcos et.al. (2014) defined gamification as a teaching strategy that involves non-game contexts in using game design elements. This explains that gamification is not a pure game as it is, but the game-based learning application uses elements in the game to make learning activities seem like games. In short, the implementation of gamification can help students to push themselves more to learn and help them become more interested in learning because of the feedback they get from the game-based application.

There are many software tools for gamification, such as *Kahoot!, FlipQuiz, Socrative, Verso, Ribbon Hero, Classmaker, Duolingo, ClassDojo*, and many more. Another software that uses the concept of gamification is *Quizizz*. According to MacNamara & Murphy (2017), *Quizizz* is an application in the education aspect that has rules of the problem-solving process that can help students in their learning process. Agreeing with that statement, May, Ju, and Adam (2018) stated that *Quizizz* is a digital application that helps students in some aspects in the form of fun multiplayer classroom activity games from their devices such as a tablet, Ipad and smartphone. *Quizizz* has a function as media in learning process in a form of classroom activity in a fun way that allows students to do quiz together with their devices based on the concept of gamification.

Based on the results of direct observation on the learning process of English subjects that the researcher did during practical field experience, the researcher found that when the teacher delivered the material, the teacher mostly used the lecture method with the help of blackboard as a learning media in the classroom. The

intensity of student attention decreased along with learning activities and students tended to do other things that have nothing to do with the lesson.

In assigning assignments and evaluations to measure student understanding during the learning process, English subject teachers use evaluation media in the form of text taken from book of student worksheets and also questions and answers session. In the evaluation at the end of the lesson, students seemed less enthusiastic about participating and did not pay attention to the teacher who was giving a review of the material. This can be seen from the question and answer activities carried out by the teacher, when the teacher asked questions, no student answered the teacher's question before being pointed or called by their name, also, some students already put their books in their bags even though the lesson has not been completely completed.

Some of the problems described can be minimized by using appropriate learning media in creating an effective teaching and learning process. Learning media that uses digital technology in combining information and communication technology are expected to be suitable media to be used as a means for teachers and students to facilitate the learning process in the current pandemic situation.

The use of *Quizizz* as a learning media in online learning in a pandemic situation is expected to increase students' learning motivation and become a special attraction for students who use it in learning. Through the interesting and fun *Quizizz* application with the application of gamification, it can be expected that students can better understand an online learning material so as to produce better student achievement than before.

This research is supported by research conducted by Nanda (2018) about the use of *Quizizz* that improves the students' reading comprehension skills. Students' skills after they used *Quizizz* make better learning outcomes than before the *Quizizz* was applied. Another research that shows positive effect of *Quizizz* is conducted by Zhao (2018). The research shows that students like *Quizizz* better than doing in-class exercises on paper because *Quizizz* make them feel less anxiety. Beside that, Medvedovska, et.al. (2016) as cited on Nanda (2018) said that teacher also get the benefit from the application because teacher can see the overall class performance result on a particular quiz, or for individual students' performance in breakdown.

Based on the previous research done by the other researchers, we can know that the use of *Quizizz* as a learning media has attracted interest from academics to conduct research that aims to find out about the effectiveness of using *Quizizz* as a

learning mediain various methods and different context. Although several researches on *Quizizz* have been conducted previously, the research which implemented *Quizizz* during pandemic using remote system of instruction has never been conducted. Also, even though some of researchs said that *Quizizz* is a good media to be used by teacher to increase students' motivation in learning, but no research have been conducted on the use of Quizizz during pandemic situation. Therefore, the researcher is interested to conduct the research and analyse the use of *Quizizz,* whether if it gives impacts on the students' English eachievements or not, also to know students' perception on the use of *Quizizz* in English learning process and to analyse strengths and weaknesses of *Quizizz* during the implementation in pandemic situation.

B. Identification of Problem

Technology in the form of media in learning process is one kind of media which is believed to make the learning process becomes interactive and attractive because it prioritizes communication and interaction between the students through game which have characteristics of creating motivation and participation in learning process, namely fantasy, challenges and curiosity (Irwan, et al., 2019). Therefore, this study investigated about the use of *Quizizz* as a media in English learning process. The fact shows that in learning process, the intensity of student attention decreased along with learning activities and students tended to do other things that have nothing to do with the lesson. Students seemed less enthusiastic about participating and did not pay attention to the teacher. In this case, the students required to be active and motivated to learn, but the teacher mostly use lecturing method to teach and use traditional learning media without the help of technology. Regarding to this issue, the use of learning media which utilize digital technology is necessary to be implemented. Therefore, the researcher wanted to investigated the use of *Quizizz* in English learning process to know more about the effectivity of *Quizizz*, students perception regarding the implementation of *Quizizz* and *Quizizz's* strengths and weaknesses in one of the high schools in Negara, namely SMA Negeri 1 Negara.

C. Research Questions

Based of the background, the problems can be formulated as follows:

1. Is there any significant effect of the use of *Quizizz* on students achievement in learning English?

2. What is the students' perception about the use of *Quizizz* in English learning process?

3. What are strengths and weaknesses in English learning process using *Quizizz*?

D. Limitation of Problem

The use of *Quizizz* of 10th grade students will lead the students to have different knowledge one another and various perceptions of it. This research is focused on three things which are to know students achiement after the teacher implementing *Quizizz* in 10th grade students, 10th grade students' perception on the use of *Quizizz* in English teaching and learning process, and find out some *Quizizz*' strengths and weaknesses in English learning process during pandemic.

E. Research Objectives

The objectives of this research are as follows:

4. To examine if there is any significant effect of the use of *Quizizz* on students learning achievement

5. To find out the students' perception on the use of *Quizizz* in English learning process

6. To know *Quizizz*' strengths and weaknesses in English learning process during pandemic

F. Significance of Research

The significance of this research is aimed to theteachers, students, and other researchers. Those are:

1. Teachers

   This study is expected to give contribution and also help teacher to vary their teaching technique during the process of English teaching-learning. Especially for teacher that has students who have difficulty in the English learning, when teacher applied *Quizizz*, hopefully it can help them to pay attention more, have motivation to learn and enjoying the learning process better so they can improve themselves in English subject.

2. Students

The research also expected to give student more information about *Quizizz* and how it can be applied in the class. Then, the students can improve themselves in English subject by using *Quizizz*.

3. Other Researchers

This research is expected to give some knowledge and informations for the other researchers that conduct a research about the use of *Quizizz* in teaching learning process. It also can be used as their reference if they do a research about gamification or media in teaching learning process.