

CHAPTER I

INTRODUCTION

1.1 Research Background

Nowadays, technology has experienced rapid development. In Indonesia, digital technology has had a tremendous impact on the field of education. Wahyudi (2019) stated that digital technology and also information advances at the moment have implications for learning patterns in schools. E-learning, virtual courses, game-based learning, interactive multimedia, computer-based learning, and other digital-based learning advances encourage students to study independently. Learning is not only limited by classroom and time barriers and the ability to read material online via computers and mobile phones, thus requiring innovation in the learning process in the 21st century (Amalia, 2020).

In the 21st century, teachers are expected to use digital materials in the learning process. As a result, digital supplementary material must be developed to meet the learning objectives, including enhancing students' and teachers' performance in an effective and efficient learning process. A learning media that uses digital interactive technology as teaching materials is digital supplementary material (Meidasari, 2017). Video, e-learning, online quizzes, and other Internet-based learning material are examples. Digital supplementary material is crucial for the learning process since it plays an essential role in the 21st-century learning process, which necessitates teachers implementing technology and doing so from anywhere (Reyna et al., 2018). Digital supplementary materials can make it easier for teachers to provide students with lesson materials. Students can quickly access learning materials by using digital supplements.

Digital-based learning may provide an engaging and delightful learning environment where students are engaged and get important messages (Wahyudi, 2019). The most significant advantages of digital-based education are reducing learning issues and the facilitation of learning activities. Another advantage is that it makes learning easier and more practical, which is especially important in the twenty-first century since learning orientation ,

develops academic and independent learning abilities (Jannah et al., 2020). More precisely, technology gives pupils more possibilities to develop the information and skills they'll need in the twenty-first century.

Badroeni et al. (2020) stated that for online communication and learning media that can encourage students' social connectedness, the usage of digital supplementary material has implications for the well-being of students in Indonesia. As a result of the advancement of technology, digital supplementary material such as Kahoot, Quizizz, Powtoon, and other online programs for learning English can be created. Students expect online learning programs to make the classroom environment more pleasant and less boring for them. Many students find learning tedious, particularly mastering English grammar, because they find it difficult to comprehend.

According to Nainggolan (2021), tense is part of grammar. Grammar is a rule of language in which there is a structure of words in English. To make a decent sentence, the tense is vital in English language study. The pattern of sentences in each tense is different. Each one has its sentence pattern according to the time of its use. Tenses are a basics component and have an essential role in English. Tenses or usually called the time form of a sentence in English is a pattern/sentence structure in English so that we will understand when an event or action takes place or is carried out by the subject of the sentence. According to Richards & Renandya (2002), tense is a relationship between the form of the verb and the time of action or situation it describes, as mentioned in (Purwatiani, 2020). It signifies that tense is a category that expresses time reference concerning the speaking time. Students must understand and learn about tenses, which are governed by many rules, and should be referenced to the process of using English tenses. The intricacies of tenses might make students feel confused and difficult to comprehend.

Tense is an important part of learning grammar. The present tense is one of the rules of English that must be mastered. *Tenses* are the forms employed by verbs to show when action was carried out and when it occurred. Habits or daily activities are expressed in the present tense. The

present tense is used to express present tenses. According to Maharani (2020), each of these tenses has four sentence patterns, namely: simple, continuous, perfect, and perfect continuous). All forms that exist in each Tense come from the basic forms above.

Meanwhile, Present tenses are divided into four, namely, the first is Simple Present Tense; Maharani (2020) states that this tense is used to express things in general; we use it to say something that happens all the time or is done repeatedly or a fact that is known in general. The action can be a habit, a hobby, a recurring event, an emotion, or a desire, namely the adverb of “every” time. The second is Present Continuous Tense, a sentence used for an action in the present or a period that includes the present. The third is the Present Perfect Tense expresses an idea of something has happened or not. It has happened before, at an indefinite or unspecified time in the past. The last is the Present Perfect Continuous Tense emphasizes the duration of an ongoing action or activity, which began in the past and continues to the present and possibly into the future.

After conducted preliminary observation at English Language Education in Ganesha University of Education, first semester students face some difficulties in mastering grammar, especially in the present tense material. These difficulties include (1) students' continued lack of understanding of the patterns and uses of the simple present tense; (2) students' frequent errors in preparing correct sentence patterns; and (3) students' lack of interest in the lecturer's learning process for learning simple present tense material. Also, lecturer has not implemented interest learning media in the classroom to develop students' grammar skills. Hence, the students need digital supplementary material to make the learning more effective. Therefore, this study will be more focused on the present tense material.

There are kinds of digital learning media can apply in the classroom learning process, one of which is utilizing the Quizizz application as a learning medium. Quizizz is a web tool that can create or play quizzes. Quizizz is a fun, innovative, and multiplayer quiz (Suharsono, 2020). Quizizz

can be used on laptops and smartphones. By using Quizizz, students can join by entering the game code only without having to register first. In Quizizz, there are various types of quizzes. We can also repeat, can entertain, attract and accommodate many participants. Giving quizzes to students can make students active and concentrate on the learning material provided by the teacher. Students will also not get bored quickly while studying and can increase students' creativity. According to Huisman (2018) in Suharsono, (2020), for formative evaluation, Quizizz can identify the right or wrong answers from each student, making learning more effective because the material that requires correction can be found.

Previous research conducted by Mei et al. (2018) evaluates the Quizizz application's implementation in Arabic class. The results show that using Quizizz in the classroom increases student engagement in learning because an engaging classroom environment encourages them to concentrate on the lesson. In this study, the researcher gave two different types of tests to students. The first test is through the Quizizz application, and the second is through a written test. The results of the two trials show that through the Quizizz application, the student's test results are more significant than using the written test. The use of the Quizizz application is more effective and can improve students' vocabulary. Another research was conducted by BAL, (2018) with an International Journal about the use of Quizizz platform to enhance pre-intermediate students' vocabulary knowledge. The results show that using Quizizz to improve students' vocabulary proves to be a fruitful method of teaching vocabulary to pre-intermediate students. Also, Dewi et al. (2020), in their research used the Mobile Assisted Language Learning (MALL) strategy through the Quizizz application for students' grammar mastery in English Language Education students at the college level.

Based on the results of these studies, the use of the Quizizz application can develop students' abilities, students' enthusiasm for learning, and the learning process in the classroom becomes more effective. In addition, the use of the Quizizz application is more practical and can make it easier for teachers when giving quizzes to students. But as we know, many

teachers do not know about using the Quizizz application as a digital media to improve students' grammar skills and students' motivation in learning. Because of this, through this development research, researchers will use the Quizizz application, which can assist teachers in providing grammar learning materials to English students and to improve students' grammar skills.

In the 21st century, teachers are expecting to apply digital material in the learning process and almost all regions in Indonesia use technology as a support in learning. Digital technology in education is an essential part for a teacher to develop quality in learning. Khusniyah & Hakim (2019), states that an educator must have four competencies to be able to apply digital technology correctly and appropriately. The first thing that an educator must master is using digital technology and how to apply it. Second, an educator must know about technology. Third, an educator must have a strategy to deal with change and keep up with these changes. Fourth, an educator can make innovations that are in line with technological advances to keep up with developments and improve teaching.

Given the current situation, the pandemic Covid-19 necessitates online learning, necessitating teachers to employ different learning methodologies than those used in face-to-face classes. Therefore, teachers must apply technology in online learning and use appropriate learning media for students. The research subject in this study is a lecturer who teaches an IEC course in the first semester at English Language Education in the Ganesha University of Education because the lecturer only uses google classroom, google meet, and some worksheets for exercises in teaching IEC courses. However, lectures often use a textbook that is shared through google classroom, and students learn individually. After the students read or understand the pdf file that has been shared through google classroom, the students can answer the quiz through the worksheet. This matter causes students' learning motivation to be below and makes students difficult understanding the material. In this situation, the lecturer expected to implement an innovative digital supplementary to make students more enthusiastic and improve their understanding of tenses, especially present

tense material. This digital supplementary present-tenses material can support the IEC course. From the previous research and the problems above, the present novelty lies in developing digital supplementary for assessment present tense material by using Quizizz application for 1st semesters student in English Language Education through Design and Development research, that is used type 1 (research of products and tools) by Richey & Klein (2005). Type 1 not only helps with product design and development but also looks into product evaluation.

From preliminary observations done by the researchers at the Ganesha University of Education's English Language Education Department, the lecturer only uses textbooks, PowerPoint, and worksheets to give students materials for learning the IEC course. IEC (Intensive English Course) are English Language Education courses that taught in the first semester. Students in IEC classes study a variety of basic things, one of which is tenses, especially present tenses. The lecturer at the Ganesha University of Education's English Language Education department uses Google Classroom to teach tenses, especially present tenses through IEC courses, delivering material in textbooks, power presentations, or e-book (pdf). Based on preliminary observations, the lecturer administered a quiz via a live worksheet to determine the students' comprehension of the topic. The lecturer's quiz is a live worksheet with questions about the subject covered in the IEC course. There are some questions as well as several pictures in the live worksheet. The quiz does not include any music, animation or activities to make learning more engaging. The engaging digital supplement is required to boost pupils' enthusiasm and improve their grammar abilities. Additional material is needed to make learning tenses through IEC more enjoyable and lessen students' fear. It can also help students improve their grammar abilities; thus, researchers created a digital supplemental assessment present-tense material to teach an IEC course for 1st-semester students in the English Language Education Department.

This research setting was taken at the English Language Education at Undiksha as a sample to observe regarding the syllabus and teaching media

used as a guide in developing digital supplementary materials for students. Because lecturers have not used Quizizz in their teaching and learning process, it was chosen as the application to develop digital supplementary present-tense material. As previously explained, lecturers only use PowerPoint, e-books, and live quizzes. In addition, Quizizz is a practical application in improving students' abilities in learning grammar. It can also make the learning process in the classroom more interesting because of the many features such as music, animation, pictures, memes provided in the Quizizz application that make students more enthusiastic in participating in the learning process. Moreover, the Quizizz application also makes it easier for lecturers to provide assessments by giving quizzes to students because the scores will be directly recapitulated (Suharsono, 2020).

The material used to develop digital supplementary materials in this study focus on the present tense material in the IEC courses taught to first-semester students of the English Language Education Study Program. The selection of this material is based on several difficulties experienced by students when studying the present tenses, such as students finding it difficult to memorize the formulas of present tenses material, students' continued lack of understanding of the patterns and uses of the simple present tense, students' lack of interest in the lecturer's learning process. Therefore, the use of learning media in applications needs to be used to solve problems. Then the Quizizz application will be selected as a digital supplementary learning present-tense material. In addition, the Quizizz application was also developed as a medium for the teaching and learning process for first-semester students of the English Education Study Program at Undiksha to teach the IEC course through Design and Development research proposed by Richey and Klein (2005). The Quizizz application was created as a supplement to current media in this study because it allows the lecturers build unique, innovative teaching and learning activities. Hence, this digital supplementary present-tenses material can support the IEC course.

1.2 Research Questions

Based on the background of the study, the problem of the study is formulated as the following:

1. What are the procedures to develop digital supplementary material for learning present tense by using Quizziz application?
2. How is the quality of digital supplementary material for learning present tense developed by using Quizziz application?

1.3 Research Objectives

1. General research objective

In general, this research objective will discuss the development of the Quizziz application as a supplement to grammar learning, especially present tense materials for Senior High School students, and describe the Quizziz application's quality.

2. Specific research objectives are:
 - a) Quizziz application development as a supplement to grammar learning, especially present tense materials for EFL students
 - b) Describes the quality of the Quizziz application as a supplement to grammar learning, especially present tense materials for EFL students.

1.4 Research Significance

The findings of the study are expected to give some benefits for people theoretically and practically. Theoretically, the study can increase knowledge about the development of learning media that is useful in learning grammar especially, in present tense material for EFL learners. Practically, the study is expected to give some benefits as follows:

- a) Students: the results of this research expected to be used to improve students' grammar skills in English.
- b) Teachers: the results of this research expected to be used as additional knowledge and as an innovative learning media in learning English.

- c) Other researchers: this research can use to increase knowledge about the development of the Quizizz application as an innovative learning medium.

1.5 Scope of the Study

Based on the background above, this study is limited to develop digital present-tense supplementary material for freshman students. The level of student being studied is 1st-semester students of English Language Education study program in Ganesha University of Education.

