CHAPTER I
INTRODUCTION

1.1 Research Background

The development of digital technology in the world brings a lot of impact on education in the world. Almost all countries use technology as a learning medium and educational learning resources, including in Indonesia. Technology has a role in education in achieving the goals and objectives pursued by educational institutions and following the times. The use of technological devices in education has also had a positive impact on educational institutions, such as improving the teaching performance of teacher (Ajaj, 2021). Students need high-speed access to learning information in today's digital era, therefore educators need supplementary digital-based media in learning (Sandika & Novita, 2021). In the 21st century, the use of digital-based media will be used more often than textbooks. Therefore a digital supplementary is needed to develop in the learning process (Manoppo et al., 2021). Digital supplementary in learning can develop new interests, motivation and stimulation in learning activities and positively influence students (Manoppo et al., 2021). Digital supplementary material can be defined as a learning media that uses digital interactive technology as teaching materials (Meidasari, 2017). For example: through video, e-learning, online quizzes, and other Internet-based learning media. Digital supplementary is necessary for the learning process because it has an essential role in the learning process in the 21st century that requires teachers to implement technology and can do it from anywhere (Reyna et al., 2018).

As the existence of technology, digital supplementary can be developed through the use of gamification based learning such as Kahoot, Quizizz, etc. Gamification in education has an essential role in strengthening the teaching and learning experience in the 21st century by utilizing technology in education (Yunus & Yua, 2021). Gamification-based learning is growing in the 21st century because learning English through games is considered a fun approach, making the classroom atmosphere more active, increasing student motivation, especially in learning English (Grace & Nageswari, 2021). Most learners are digitally literate

and have different ways of obtaining information and how to learn. In the era of revolution 4.0, educators are expected to use ICT, Mobile Learning resources, and game-based learning more often to maximize the effects of instruction, one of the example of gamification is Quizizz application (Yunus & Yua, 2021).

Quizizz is one of the Web-apps and engaging learning media. Quizizz can be used to form online quizzes that can be used in classroom learning and add the material that will learn. Through Quizizz, students answer questions prepared by teachers. Students can measure their progress or abilities while taking an online quiz, and students can repeat the test. Teachers create quiz online interactively using smartphones or computers. Through the Quizizz application, students learn actively and interactively. Quizizz is also an entertaining app for managing self-access learning. In self-access learning, students assess their progress and determine ways to fit their preferred learning style (Degirmenci, 2021).

Many researchers have observed that the Quizizz application is one of the most widely used digital technologies in language learning. When teachers implement the Quizizz app into the learning process, students will participate in the learning process more actively. In Quizizz, teachers create their quizzes or choose existing quizzes created by other educators. Quizizz makes it easier for teachers. After creating a quiz, the teacher shares the quiz code or link with the student. Then teachers can start a live quiz if all students have joined, and students can complete it whenever they want, and they can do it anywhere (Fadhilawati, 2021). There are several types of questions available at Quizizz are multiple-choice, fill-in-the-blanks, and open-ended. Through the Quizizz app, teachers can not only give tests to students but also give homework to students.

Previous research shows that the use of the Quizizz application is effective in learning in pre-intermediate students. Icin (2018) uses the Quizizz application to test students' vocabulary skills. Researchers gave two different types of tests to students. The first test was a written test, and the second test was through the Quizizz application. Both tests showed that the test results through the Quizizz application are more significant than the writing test and increase students' motivation in learning. Ningtyas and Syaodih (2020) used Quizizz in English

language learning to measure students' abilities and improve the motivation to learn English. The results from the study showed the use of Quizizz as a learning medium in the learning process could improve students' understanding of the material. It also enhances educators' ability to use interactive learning media.

Quizizz applications utilized in learning expect to make the classroom atmosphere more enjoyable and not boring for students. Many students often feel bored in learning, especially in learning English grammar, because they find it difficult to understand (Badroeni et al., 2020). English learning is the first foreign language taught in educational institutions. Therefore students must learn and understand English learning and grammar in English.

Learning English is inseparable from grammar, tenses, and verbs in English. In learning grammar, students will learn from the use of words and how to arrange words into meaningful sentences. To make a sentence, first must understand the idea of putting something similar into one category, then the same thing that must learn is tenses (Nainggolan, 2021). Tenses are a basics component and have an essential role in English. Tenses are using in form sentences based on time or incident (Almunawaroh et al., 2021). Creating sentences using English is inseparable from tenses because there must be the time and nature of the incident (Krisbiantoro, 2021).

According to Purwatiani (2020), tense is a relationship between verb form and time of action. Tenses are a form of time that serves to declare an event or an event that occurs. The time signal in the sentence can be seen based on the change in the form of time, such as present, past, and future, then changed to the verb to be used. Tenses are using to create sentences to be a good pattern. Each tense has a different way and according to the time of use.

Tenses have many rules, and students should know how to use tenses in English. Therefore, students should learn and know about tenses. The complexity of the tense makes students confused and find it challenging to learn tenses. Students in Indonesia often experience difficulties learning tense in English because it is very different from Indonesian grammar (Purwaningsih et al., 2021). Thus it makes students passive, confused, bored, and do not understand the

material when learning, and this can cause students to become sleepy while learning English grammar lessons (Wang et al, 2022) . Therefore, it takes teaching media that attracts students to learn tenses.

This study focused on tenses especially the past future tense. Based on preliminary observation at English Language Education in Ganesha University of Education, students have studied past future tense material. The problem faced by students in learning past future tense is confusion in comparing the formulas in the past future tense because when they were in seniors high school, they only learned a few tenses about past future tense and did not learn the four tenses in the past future tense. Besides that, teacher media and material used by teacher can also affect students understanding about tense. The teacher more often use traditional methods in teaching tenses.

According to Nurmiati (2021), the past future tense is using to reveal future circumstances from a past point of view. Past future tense is used to express future events in the past. In the past future tense is divided into four parts. The first is simple past future tense, use to express events that will occur in the future. The second is past future continuous tense aims to reveal planned or expected events during a particular period in the future or past. The third is past future perfect tense, to use to reveal the desired event that will be complete in the past. The last is past future perfect continuous tense is a form of sentence to express action at a certain point or for several periods and has occurred in the past.

From research conducted by Purwatiani (2020), researchers conducted observations and tests on Simple Future Tense at the high schools in Trenggalek. Researchers found that the lack of interest in media in the learning process improves students' ability and motivation in learning. Teachers have not implemented interest learning media in the classroom to develop students' grammar skills. So the grammar skills of the students there are still low.

The pandemic Covid-19 requires learning to be done online, thus requiring educators to use different learning strategies from face-to-face learning. Therefore, educators must apply technology in online learning and use appropriate material for students. The research subject in this study is an English lecturer at

English Language Education in Ganesha University of Education. Based on preliminary observation researchers choose English Language Education in Ganesha University of Education as the setting of this research because English Language Education in Ganesha University of Education it supports online learning facilities. Lecturers and students at English Language Education in Ganesha University of Education can apply digital media to make it easier to implement digital supplementary material.

Intensive English Course (IEC) are courses in English Language Education that are taught in 1st-semester. In IEC courses, there are many materials studied by students, one of which is past future tense. English lecturers at English Language Education in the Ganesha University of Education teach past future tense through IEC course by using google classroom by providing material through e-book or power points, learning textbooks, and worksheet to assess students ability. Based on preliminary observation lecturer provided a material through worksheet and e-learning to find out students' grammar understanding. There is no music, challenge or games in worksheet to make the learning more interesting. The use of the game in the learning process has been emphasized by researchers who consider games to increase motivation in learning. Using games in learning is a great way to develop 21st-century skills such as problem-solving, collaboration, critical thinking and communication, so the use of games is suitable to be developed as a digital supplementary in learning English tenses (Abdeen & Albiladi, 2021). From the previous research and the problems, the present novelty lies in developing digital supplementary material for assessing past future tense by using Quizizz for 1st-semester students in English language education study program through Design and Development research, used type 1 (research of products and tools) (Richey & Klein, 2005). Not only lead to the design and development of the product, but type 1 also examines the evaluation of the product. Interesting digital supplementary materials such as through gamification can direct students' attention to lead to learning motivation which has an impact on activeness and learning outcomes (Popescu et al., 2022). Quizizz can be used as a remote delivery of material by giving a quiz to students. It is hoped that

students can learn grammar innovatively and make it easier for lecturers to evaluate students' understanding about past future tense material.

Based on preliminary observation at English Language Education in the Ganesha University of Education, the lecturer only relies on textbooks, e-book, powerpoints, and worksheets to provide students with materials. The digital supplementary in learning tenses through IEC is needed to improve students' grammar skills and to assess students comprehension in grammar. Researchers chose the Quizizz application as a digital supplementary material that will be used because Quizizz can be used on any device. In the Quizizz application, exciting features such as music and images can attract students' attention in learning (Hani, 2021). Quizizz is a free webtool-gamification based that contains interactive quizzes, challenges, scoreboard, and music. Quizizz can also assist lecturers in evaluating student learning development. Through the Quizizz application, lecturers can measure or assess students' abilities regarding the past future tense through the evaluation feature in Quizizz to make the learning process more effective. Researchers chose past future tense as material because based on preliminary observation, students have difficulty distinguishing formulas in the past future tense and changes in verbs as an adjustment to the adverb of time, making it difficult for them to understand the past future tense. This difficulty causes students to quickly feel bored in learning. So researchers develop digital supplementary past future tense material by using Quizizz for 1st-semester students in English language education study program.

1.2 Research Questions

Based on reserach background, there are two research questions in this study, as follows:

1. What are the procedures to develop digital supplementary material for assessing past future tense by using Quizziz ?

2. How is the quality of digital supplementary material for assessing past future tense developed by using Quizziz ?

1.3 Research Objectives

There are two research objectives in this study, the first is general objective, and the second is specific objective, as can be seen below:

1. General Objective, is to analyze the procedures of digital supplementary material for assessing past future tense by using Quizziz, and the quality of digital supplementary material for assessing past future tense developed by using Quizziz.

2. Specific Objective

a. To understand the procedures to develop digital supplementary material for assessing past future tense by using Quizziz.

b. To analyze the quality of digital supplementary material for assessing past future tense developed by using Quizziz.

1.4 Research Significances

There are two research significances in this study, as follow:

1. Theoretical

Theoretically, this research analyze procedures to develop digital supplementary material to assess past future tense using the Quizziz and facilitate the teacher in teaching-learning digital material by using the Quizizz.

2. Practical

a. Students: to improve the students' ability in past future tense and can use interactive learning media.

b. Lecturers : to improve lecturers' performance and can add new learning material to teach past future tense through Quizizz.

c. Other researchers: to provide data about about digital supplementary material by using Quizizz.

1.5 Scope of the Study

The scope of this research focuses on the development of digital supplementary material for assessing past future tense through the Quizizz

for 1st semester college students. The proposed research conducted in the school academic year 2021-2022 in English Language Education at Universitas Pendidikan Ganesha.