

CHAPTER I

INTRODUCTION

1.1 Research Background

Technology plays an important role in education to enhance the teaching and learning process. The use of technology in the EFL classroom includes a variety of strategies which can increase the students' motivation and can engage more actively and interest in the learning process (Panagiotidis et al., 2018). Technology has a function as media between teachers and students in the teaching and learning process. The development of technology in education, like the use of projectors, computers, PowerPoint presentations, and so on can help students understanding the material easily. Besides, technology can also make the teaching and learning process interesting for students by using visual images on it (Raja & Nagasubramani, 2018).

The utilization of digital technology in the education field has benefits to make more effective and efficient the teaching and learning process in the classroom. The use of technology can also produce various learning media. Learning media can be an effective tool that is used by the teacher in delivering the material to the students, and it can support the teaching and learning process to achieve the learning objectives which is already determined. In addition, the use of learning media in the learning process will increase students' interest and prevent them from feeling bored quickly because the material will be presented by the teacher more attractive (Puspitarini & Hanif, 2019). Teachers in Indonesia cannot always use a whiteboard in the classroom which means the teachers should begin to use technology to support the teaching and learning process (Mali, 2016). It is supported by the students which already familiar with the technology. They interact continuously by using technology, and this will be affected their learning process indirectly. If the teachers use technology, they will be facilitator and guide their students' learning in the classroom.

The development of digital technology in education also produced many digital supplementary materials that are very important for teaching EFL learners (Marin et al., 2012). Many teachers use supplementary materials to make meaningful learning and give more opportunities to the students in practicing the target language. Supplementary materials can increase the students' four skills, such as listening, speaking, reading, and writing (Marin et al., 2012). However, the use of supplementary materials cannot be chosen randomly. The selection of materials includes matching the materials with the context in which are used by

students' needs and interests. Therefore, needs analysis can help to determine the types of supplementary materials to be used in the teaching and learning process (Salehi & Zamanian, 2012).

There are a lot of things to be mastered by the students in acquiring the English language to make good communication. Grammar is one of many aspects which is very important for English learners because it can avoid misunderstandings between speaker and listener (Subasini & Kokilavani, 2013). In English grammar, there are several points that students should understanding, such as tenses, clauses, modals, prepositions, adjectives, etc. Tense is a part of grammar that is used to indicate the time, such as past, present, and future (Chodija et al., 2017). Sixteen tenses in English have a rule of their own (Marliani, 2018). But, in this study the researcher focus on past tense. As we know, past tense that is used to express and describe actions/situations/events in the past time. The past tense is formed by using the simple past form of the verb, namely regular verb and irregular verb. The regular verb is formed by add-ED to the verb. For example, walked and helped. Meanwhile, the example of the irregular verb are find/found, buy/bought, come/came, etc. Besides, for non-verb can use to be was/were.

Many platforms can be used in learning grammar, and one of them is Quizizz. Quizizz is one of the educational platforms that utilize the concept of gamification. Gamification is the use of game metaphors, game elements, and ideas in a context different from that of the games to improve students' motivation and behavior during the learning process (Dewi, et al., 2017). There are some interesting features in the Quizizz, such as avatars, music, leaderboard, and theme that will make the students learn something, especially English like they are playing games. Quizizz application also provides the students with interactive and interesting experience of doing exercise in answering the questions. After answering the question, the students will see the memes to tell their response is correct or not and the leaderboard (Nugraha et al., 2021).

The use of Quizizz in the education field had been applied by many researchers. Whereas for the implementation of Quizizz in improving students' grammar understanding examined by (Rahayu & Purnawarman, 2019) who found the effectiveness of Quizizz platform to makes the students do self-assessment as a result of their ability to identify their strengths and weakness in learning grammar. Then, there is an amazing improvement in students' grammar understanding, and it can be seen from the increasing score among the three tests they took respectively. They also found that the Quizizz platform can help the teacher to assess students' language knowledge, and it can be an attractive media that makes

the learning process more interesting.

In this study, the preliminary observation was carried out at Bachelor of English Language Education Study Program in Ganesha University of Education. The preliminary observation aimed to observe the teaching media and learning facilities in English Language Education. The result of preliminary observations showed that English Language Education has good facilities in teaching and learning process during the pandemic Covid-19. English lecture in English Language Education, especially in IEC course's lecture also uses some technology-based teaching media. For visual media, the IEC lectures are often use PowerPoint and some live worksheets in www.liveworksheets.com to teach the students. Hence, the setting of this study was taken at English Language Education Study Program as a sample to be observed regarding the syllabus and teaching media used which used as guidelines in developing digital supplementary materials for college students. Quizizz was chosen as an application for developing digital supplementary past tense material because the teachers have not use Quizizz in their teaching and learning process. Besides, Quizizz is an effective platform in improving students' abilities in learning grammar and can also make the learning process in the classroom more interesting because many features are provided in the Quizizz platform which makes students more enthusiastic in participating during the learning process. In addition, the Quizizz also makes it easier for teachers to provide assessments by giving quizzes to students (Rahayu & Purnawarman, 2019).

The material used for developing digital supplementary materials in this research will be focused in the past tense material in IEC course that was taught for the freshman students which refers to the 1st semester students in English Language Education Study Program. The selection of this material is based on several difficulties experienced by students while studying the past tense, such as students feel difficulties in memorizing the rules of past tense materials, they also feel difficulties in distinguishing regular and irregular verbs, and feel confused in using the auxiliary verb of did or was/were. The past tense material that was taught in English Education Study Program is running well, but sometimes the students feel less motivated about the learning media that is used in assessing past tense material. Besides, based on the interviews of some students in the 1st semester that take the IEC course, they sometimes feel less motivated, especially when they do an evaluation test through quiz in www.liveworksheets.com because there is no music in there that will make the students feel more enthusiastic. Moreover, the students can only see their individual scores, and they cannot see the progress of other friends. The use of learning media in the form of gamification apps need to be use to solve the problems. So, Quizizz will be chosen as the

gamification apps of learning media because one of the advantages of Quizizz platform is the students will be showed their points and rankings on each question that has been done by students via the leaderboard features. In addition, the Quizizz is developed as media for learning and assessing past tense material for 1st semester students in English Language Education Study Program in Undiksha through Design and Development research that promotes by (Richey & Klein, 2005). The Quizizz application in this study are developed as supplementary media because to complement the existing media and help teacher to create innovative teaching learning activity.

1.2 Research Questions

Based on the background of study decribed above, the research questions for this study were:

1. What are the procedures to develop digital supplementary material for assessing past tense by using Quizizz?
2. How is the quality of digital supplementary material for assessing past tense developed by using Quizizz?

1.3 Research Objectives

There are two research objectives related to this study and the following are the explanation of the research objectives of this study.

1. General Objectives

In general, this study will discuss the procedure in developing digital supplementary for assessing past tense material by using Quizizz for 1st students and describing the quality of digital supplementary material for assessing past tense material by using Quizizz.

2. Specific objectives

There is a specific objective in this study, such as:

- a. To understand the procedures to develop digital supplementary material for assessing past tense material by using Quizizz.
- b. To analyze the quality of digital supplementary material for assessing past tense developed by using Quizizz.

1.4 Research Significance

The result may contribute to the following parts:

1. Theoretical significance

Theoretically, the result of this study will analyze the procedure in developing digital supplementary past tense material using Quizizz and facilitate the teacher in using Quizizz as assessing media.

2. Practical significance

- a. EFL learner is to improve students' ability in learning past tense.
- b. EFL teacher is to provide new knowledge and as an innovative learning medium in teaching English.
- c. Future researchers would be able to make use as a reference in developing innovative digital supplementary learning.

1.5 Scope of the Research

The present research is focused only on developing digital supplementary material for assessing past tense by using Quizizz for freshman students in English Language Education Study Program in Ganesha University of Education. The digital supplementary will be developed by the design and development method which is developed by Richey and Klein, 2005.

