

CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, statement of problems, purposes of the study, scope and limitation, significance of the study, and the definition of key terms. Each points will be presented as follows:

1.1 Background of Study

In recent years, gamification's effectiveness for teaching and learning grammar in EFL (English as a Foreign Language) settings has drawn a lot of attention. The term "gamification" refers to the application of game elements outside of virtual spaces. Gamification is the process of incorporating elements of games into language learning activities. According to Serice (2023), gamification is a fundamental educational tool that promotes student learning and overall well-being by aligning teaching practices with the interconnected aspects. Gamification is considered a valuable 21st century educational tool that can enhance educational experiences, knowledge retention, and creative application of knowledge outside of the traditional classroom. Furthermore, the implementation of the Merdeka Curriculum (Kurikulum Merdeka) in Indonesia emphasizes learner autonomy, differentiated instruction, and the use of technology to promote active learning and critical thinking. As stated by Lestari (2023), the Merdeka Curriculum was

introduced to address the limitations of the previous 2013 curriculum by fostering flexibility, depth, and meaningful learning experiences. In this context, integrating digital tools such as Quizizz aligns with the curriculum's principles by providing an interactive and student-centered approach that supports grammar mastery while enhancing motivation and engagement. The curriculum also encourages the use of innovative strategies to develop students' competence in 21st-century skills, including communication, collaboration, and digital literacy (Azhari et al., 2023).

Besides, Mårell-Olsson (2021) defines gamification as a teaching strategy that incorporates game elements to increase student engagement and motivation in learning activities. Educators use gamification in online settings to help students develop 21st century skills such as collaboration, critical reasoning, communication, problem-solving and digital tool management. The example of the application that can be use for teaching grammar using gamification method is Quizizz. Quizizz is a gamified crowdsourcing system that evaluates users' knowledge while learning new knowledge from them. It works by having users complete short quizzes on specific topics to assess their competence and incorporates questions without known answers to gather insights from competent users (Ipeiritis & Gabrilovich, 2014). Additionally, Quizizz is an interactive and enjoyable educational application that used for formative assessment, suitable for both synchronous and asynchronous learning environment (Yong & Rudolph, 2022).

Aziz et al. (2021) conducted a research entitled "The Effectiveness of Quizizz Application to Increase Students' Grammar Achievement". This study

aimed to evaluate the effectiveness of Quizizz to enhance the eighth-grade students' grammar achievement, especially focusing on the simple present tense and present continuous tense. The population of this research consisted of 360 students from MTs Al Muslihuun Tlogo Blitar, with a sample size of 25 students each from class VIII A as an experimental group (using Quizizz) and VIII B as a control group (using conventional strategies). This research utilized a quasi-experimental research design by pre-test and post-test, with data analysis conducted using an independent sample t-test. The results indicated a significant improvement in grammar achievement, and it is also showed that Quizizz is an effective teaching method for teaching and learning grammar. Overall, teachers can effectively use Quizizz to teach and learn grammar, as supported by the positive outcomes observed in this study.

Moreover, there is another study that focused on investigating the impact of gamified learning with Quizizz on ESL learners' grammar achievement. Research with title "The Impact of Gamified Learning Using Quizizz on ESL Learners' Grammar Achievement" conducted by (Pham, 2023). There are 63 English-majored freshmen participated in the research, with 33 students in the experimental group and 30 students in the control group. Besides, 20 multiple-choice quizzes were created for pre-test and post-test activity, based on grammar points from the basic grammar course. Students in the experimental group used Quizizz for quizzes, while the control group completed the quizzes on paper. The results showed that both groups have improvement in their post-test scores compared to pre-tests, but the treatment group using Quizizz scored significantly higher than the control group

on the grammar achievement test. Overall, in addition to selecting appropriate instructional content for effective teaching methods, educators should consider adding gamified learning platforms such as Quizizz as complimentary tool to improve teaching outcomes.

Furthermore, Rahmadani et al. (2022) investigated students' satisfaction and motivation in learning grammar through the use of Quizizz, employing a qualitative approach through Saturated Sampling (census) at Sari Mulia University in Banjarmasin, South Kalimantan. Students expressed their satisfaction with learning grammar through Quizizz, finding it more engaging than the other learning media due to its user-friendly interface, attractive appearance, and self-paced nature, allowing each student to participate without feeling rushed.

In conclusion, gamification not only enhances language skills, but also positively impacts students' attitudes, emotional responses, and overall language learning experience (Zhang & Hasim, 2023).

Next, according to five main concepts - vocabulary knowledge and retention, learning motivation, active participation, immediate feedback, and self-regulated learning - a study by Mohan Raw and Ismail (2021) examined the usefulness of online tools in boosting vocabulary learning in language classrooms. Additional findings from this study indicated that using online resources in the classroom presents a number of difficulties for both teachers and students. This study suggests additional research on how to get around the obstacles to using online tools to improve language learners' proficiency in line with modern

technological advancements. Further research has shown that gamification can encourage underachievers to actively engage in course materials (Rahmani, 2020).

Then, studies like those done by Latkovska and Cine (2022) revealed that the current study's methodology, which focuses on teaching English as a foreign language to young learners, holds that teachers are the ones who help students prepare for speaking and communication by doing so in a way that is engaging and inspires them. The study aims to investigate how students in grade 3 can be encouraged to speak in English if gamification elements are incorporated in grammar activities, taking into account the characteristics of primary school students and recent trends in education. 16 students, ages 9 to 10, comprised the research sample for this case study; the data was collected using teacher observation of the lesson routine. The main findings show that the inclusion of gamification elements in grammar activities boosted students' confidence and encouraged them to speak up in English with grammarly correct. Finally, more experimental study is needed to provide stronger evidence of the effectiveness of gamification in EFL instruction and learning, especially in grammar skills (Helvich et al., 2023).

In conclusion of research gap, even though the use of gamification and technology to teach grammar using Quizizz is becoming more popular, more thorough research is still needed to determine the effectiveness of gamification.

Several gaps remain that need to be addressed:

1. Limited experimental studies on Quizizz's effectiveness for grammar instruction.
2. Grammar as a neglected focus in gamified language learning.

3. Lack of research in the local context under the Emancipated Curriculum.

This research was conducted at SMP Muhammadiyah 1 Malang, a junior high school that has adopted the Emancipated Curriculum as part of Indonesia's recent educational reforms. The school encourages innovative teaching methods that align with student-centered learning and the development of 21st century skills. Under the Emancipated Curriculum, grammar instruction is no longer approached through rote memorization but is integrated into meaningful learning experiences that emphasize student engagement, creativity, and contextual understanding. This context has provided a suitable setting for implementing gamification through Quizizz, as it aligns with the curriculum's focus on interactive and technology-enhanced learning.

The researcher concluded from the results that more research needs to be done on gamification's speaking instruction. With luck, the study's findings will be able to provide references for alternative English speaking instruction methods. A study titled **“The Effectiveness of Gamification Method Using Quizizz for Teaching English Tenses”** is therefore conducted by the researcher after taking into account the previously stated factors.

1.2 Statement of Problems

Games can help English learners improve their grammar skill. Games also can be a fun way to practice English. Based on the background of the study, the problem statements emerged as below:

1. How does the use of Quizizz as a gamified learning tool influence students' grammar achievement at SMP Muhammadiyah 1 Malang?
2. What are the students' perceptions of using Quizizz as a gamified tool for learning grammar?

1.3 Purposes of the Study

The purpose of this study should be stated clearly from the beginning as the principle guidance of this study. In line with the statement of problems above, the purpose of the study is formulated as below:

1. To find out the effectiveness of using Quizizz in teaching grammar at SMP Muhammadiyah 1 Malang.

1.4 Significance of the Study

After conducting this research, the researcher expects that this study may contribute some benefits on English teaching and learning as follows:

1. The school

This research is expected to provide new knowledge to SMPN 3 Malang regarding the use of gamification learning methods to improve English learning and grammar skill, also provide a reference for applying interesting and effective learning methods in learning activities.

2. English department

This research is expected to help the English department to develop their knowledge of the use of gamification strategies for teaching speaking in

schools. This research can also be used as a reference for English department to build more effective curriculum for a teaching method to expand students' knowledge and experience in learning.

3. The next researcher

For the next researcher, the writer hopes that this study can be used as a reference and empirical evidence in future research on the same topic.

4. SMP Muhammadiyah 1 Malang

This research is expected to provide SMP Muhammadiyah 1 Malang with valuable insights into the implementation of gamification-based learning, specifically through the use of Quizizz, as an alternative strategy to enhance grammar instruction. By incorporating digital game elements in grammar teaching, the school can create a more interactive and engaging learning environment that aligns with the characteristics of today's students. The findings may also serve as a reference for teachers in designing more effective lesson plans that integrate technology and motivate students to participate actively in learning activities. Furthermore, the research results can support the school's vision of fostering leadership, digital literacy, and academic excellence through innovative and student-centered approaches.

1.5 Scope and Limitation

Based on the previous problem formulation, the researcher considered defining the scope and limitations of this research. The scope of this study focuses

on gamification methods used by English teachers based on the Curriculum Merdeka. Meanwhile, this study is limited for teaching grammar English using gamification for the one of the seventh grade students at SMP Muhammadiyah 1 Malang (7B). The researcher investigated the sequence of teaching grammar using gamification methods based on the Curriculum Merdeka, as well as its problems and solutions.

1.6 Definition of Key Term

Before discussing further, it is necessary to clarify the meaning of the key terms to avoid misunderstanding and misinterpretation. Those key terms are defined as follows:

1. Gamification

Gamification is a strategy that involves incorporating game elements into non-game settings in order to increase motivation, engagement, and behavior change. It aims to convert behaviors into habits by using extrinsic motivators such as badges, leaderboards, and scores, which can eventually become internalized (Aguiar-Castillo et al., 2023).

2. Grammar

Grammar refers to the set of rules that govern the structure of language, which includes syntax, morphology, and semantics. Role and Reference Grammar (RRG) is a theory that combines discourse, semantics, and syntax to describe linguistic structures (Unique, 2016).

3. Quizizz

Quizizz is a gamified crowdsourcing system that evaluates users' knowledge while learning new knowledge from them. It works by having users complete short quizzes on specific topics to assess their competence and incorporates questions without known answers to gather insights from competent users (Ipeirotis & Gabrilovich, 2014).

