

CHAPTER I

INTRODUCTION

This chapter provides a background of the study, research problem, research objective, scope and limitation, research significance, and definition of the key term.

1.1 Research Background

Technology in the era of industrial revolution 4.0 is currently developing rapidly. Structures in nearly every sector are being quickly impacted by evolving information and communication technologies in the so-called "digital age" of the 21st century, which is also characterized by globalization (Balyer & Öz, 2018). Every day, humans are inseparable from their activities using digital as artificial intelligence. Technology is one of the most modern forms of human-to-human communication. Several aspects that were originally conventional have turned into all digital. In general, the term "digital transformation" refers to the transition away from the traditional (often physical) methods of creating and delivering customer value, as well as the associated operational processes, and toward the extensive use of digital technologies that either improve or supplant conventional goods and services with modern ones (Sandkuhl & Lehmann, 2017). This makes especially Indonesian citizens more technology literate. Moreover, during the pandemic, a significant change in the use of use and digital services can be seen.

All parties have been compelled to adjust to new behaviors that rely on digital technology since the COVID-19 pandemic. According to Balyer & Öz

(2018), it is difficult for education to continue to be oblivious to these advancements and modifications. An example of this is the habits that are built by the community in the aspect of education, whether primary, secondary, or higher education. The adoption and disruption of digital technology has penetrated into various regions in Indonesia, not only in cities.

People who adopt and rely on digital technology during the pandemic until now in education field have caused the teaching and learning process from all levels of education to be almost completely carried out online. The teaching and learning process has been moved online in order to counteract the spread of Covid-19 in the educational setting. This had to be done because of the situation and conditions as well as the government providing instructions to do online learning without going to school, thus preventing teachers from teaching in person or face to face. Therefore, situations like this allow students and teachers to interact indirectly through digital platforms.

According to De' et al., (2020), another sector that has seen a significant transition to online transactions is education. Schools and universities all over the world have switched to using video conferencing tools like Zoom and Google Meet for their classes since the lockdown began. Furthermore, Abduloh et al., (2021), Several digital platforms used in online learning activities include Google Classroom, WhatsApp, Zoom, Google Meet, Moodle, and others. In addition to innovations on learning platforms since the pandemic era, it turns out that even this virtual-faced teacher teaching technique requires innovation. Therefore, there are

several schools with various levels of education applying gamification as an innovation in learning.

According to Kapp (2012), as cited in Kiryakova et al., (2017) Gamification is using game-based mechanics, aesthetics and game-based thinking to engage people, motivate action, promote learning, and solve problems. Besides, Marczewski (2013) in Kiryakova et al., (2017), gamification is the process of applying concepts, ideas, and metaphors from games to a non-gaming situation in an effort to change user behavior and boost motivation and commitment. As stated by Dichev & Dicheva (2017), gamification of education is a growing strategy that uses game design aspects in educational settings to boost learners' motivation and engagement. Moreover, in education, the use of game elements and mechanisms to the classroom is known as gamification. Modern ICT-based e-learning offers ideal conditions for gamification deployment since software tools may produce substantial outcomes and data processing and tracking are automated. To create an online learning atmosphere that is not boring, gamification is used in it, so that students feel happy while learning and increase students' enthusiasm and motivation in teaching and learning activities.

According to Mohamad et al., (2020), gamification can be used in elementary education, lifelong learning, and higher education, among other educational contexts. There are many digital platforms in online learning that are included in gamification, one of which is Quizizz. Quizizz is a digital platform that involves students and teachers in carrying out interactive learning and quizzes.

Besides, Quizizz is an educational platform that provides a variety of features to make a classroom enjoyable, dynamic, and engaging (Zhao, 2019). This quiz is presented with five multiple choice answers and an image can be added to the background of the question if needed.

According to Mac Namara & Murphy (2017), an example of an educational app that uses the gamification principle is Quizizz. Avatars, music, a leaderboard, and a theme are just a few of its interesting features which help the students learn while having fun. Furthermore, Zuhriyah & Pratolo (2020) claim that the Quizizz application can provide students with an engaged and enjoyable experience when performing exercises, particularly when answering questions. Quizizz automatically provides themes when the students answer the question, indicating whether or not their response is correct.

Therefore, in designing an English class to use Quizizz as a tool in it, the teachers have to pay attention to many things. They need to make sure that the area is full of internet connection. Besides, the students must have a smartphone or laptop so that the learning can run well. Without the two things that have been mentioned, then learning English using Quizizz in the class will not work properly.

Another study has discussed the relatable research. Putra and Priyatmojo (2021) conducted research “*Students’ Perceptions Toward Gamification Applied in English Language Classroom*”. In collecting the data, the researcher used the qualitative method and online questionnaires and interviews as the instruments. Questionnaires and interviews were used to investigate the students’ perceptions

about gamification. The result of this research that gamification, according to the students, was both useful and enjoyable to implement in the classroom.

Amalia (2020) also conducted similar research in students' perspectives using Quizizz in English subject. Her research entitled "*Quizizz Website as an Online Assessment for English Teaching and Learning: Students' Perspectives*". The study used descriptive qualitative as a research design and questionnaire in collecting the data. The researcher found out in teaching and learning English, the students have positive perspectives toward the use of Quizizz.

Based on the Preliminary Study in Laboratory Senior High School UM Malang, the use of Quizizz in English subject has been carried out in the past year. The students were implementing the Quizizz only for quizzes and games. The application was used more than three times in total over one semester.

Based on the background of the study, the researcher decided to conduct a study regarding the students' perceptions toward Quizizz at Laboratory Senior High School UM in the context of English Subject.

1.2 Research Problem

Based on the study's background, the researcher posed the following research question: "What is the students' perception on Quizizz Applied in English Subject?"

1.3 Research Objective

The objective of this research is to find out the students' perception of Quizizz used in English Subject.

1.4 Scope and Limitation

The scope of this study is on students' perception towards Quizizz in English subject. The limitation of this study is only XII IBBU (Ilmu Bahasa dan Budaya), Laboratory Senior High School UM's students in English Subject.

1.5 Research Significance

This study is expected to give significance to English teachers and the students of Laboratory Senior High School UM to continue learning English using Quizizz as a platform both in online and offline classes. Besides, the findings of this study are expected to contribute towards ongoing studies, particularly for those interested in adopting gamification to research or teach.

1.6 Definition of the Key Terms

To give both a clear explanation and limitation, the key terms in this study are defined below:

a. Quizizz

An online application called Quizizz that has been gamified allows students to assess their learning and knowledge. Quizizz is also considered as an innovation which taking the process of understanding into consideration with gamified quizzes, rather than relying on classical tests and assignments (Rahayu & Purnawarman,

2019). Moreover, Quizizz is a game-based educational instrument that introduces multiplayer activities into the classroom and makes lessons engaging and fun. It refers to interactive multiplayer learning medium. On their mobile devices, students can utilize Quizizz to finish assignments that are due in class. Unlike other instructional software, Quizizz makes studying enjoyable by incorporating aspects from games, such as themes, memes, avatars, and music.

b. Students' Perception

According to Agustina & Cahyono, (2017), students' perception is what the students feel about a particular thing. Feeling and perception are related to learning experiences in this study, one of which is the student's learning experience to utilize the Quizizz as the application.

