CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter conducts an appropriate review of theoretical literature and research related to the study matter.

2.1 The Definition of Gamification

According to Su & Cheng, (2015), gamification is the process of using game design ideas and mechanics to solve problems and engage people in non-gaming contexts. It demonstrates an innovative and interesting learning practice. Therefore, students may find it inspiring and motivating to achieve their English learning goals. It also allows students to participate actively in the process of learning, promoting constructive learning, skill development, and problem-solving. Moreover, Tan (2018) stated that gamification is an innovative pedagogical technique or strategy in which digital games are used as a learning tool in an educational setting. An engagement and involvement by stimulating learners' language with well-designed digital and non-digital activities (Maloney, 2019). As stated by Healey (2020) in her report that the early design of gamification is grounded in psychological viewpoints. The researcher went on to say that gamification contained intrinsic and extrinsic motivation, which defined the desire to act, such as studying content, as well as respond or expect certain incentives.

2.2 Advantages of Gamification

Gamification combines elements of games or play into the learning environment to increase students' motivation, performance, achievements, and competitiveness. As stated by Rahmani (2020), gamification has four key advantages: The first is gamification improves the students' motivation. The second is that it encourages good attitudes and increases students' performance levels. The third, gamification increases 21st-century skills and greater cognitive achievements. The last but not least, Gamification encourages social connection, independence, and competitive spirit.

The first and foremost benefit that gamification has brought to students is related to motivation. As explained by Rahmani (2020), nine out of the thirteen articles that were reviewed, or 75% of them, found that gamified learning is effective at encouraging students to learn English. Students' motivation may improve, therefore.

The second advantage of gamification is related with the students' better performance in class and good attitudes. The students were no longer enthusiastic to participate in the learning process since the gamified activities broke down the barrier between active and passive students. Nonetheless, students responded well and had good attitudes when gamified learning was used.

The third gain is about increased cognitive abilities and 21st-century capabilities. The capabilities found in the gamified assignments were problem-solving techniques, critical thinking, creativeness, media and ICT literacy,

flexibility, initiative, and self-direction. These skills support both the theoretical and practical components of academic learning, such as higher scores and performance in the areas of grammar, vocabulary, speaking ability (including fluency, speed, and limited dialogue), reading, writing, including using technology to facilitate learning.

Last but not least is encourages independence, social engagement, and a sense of competition. Students felt forced to actively engage in interaction and draw on prior knowledge in order to accomplish the assignments because they were provided with opportunity to solve problems through idea exchange, which ultimately made them more competent and independent in their English learning. As a result, gamification's elements have the potential to strengthen students' social skills.

The students who initially did not find learning fascinating developed a strong interest in each exercise, work, or project, and even requested extra tasks to complete when gamified learning was being used.

2.3 Quizizz as Gamification

According to Zhao (2019), Quizizz is an educational game-based app that allows for simultaneous multiplayer activities and transforms classroom exercises into a more dynamic and fun experience. Prasongko (2021) stated that Quizizz is an educational game that brings multiplayer activities to classrooms and makes in-class exercises interactive and engaging. It's known as entertaining learning media that may be used in multiplayer. On their mobile devices, students can use Quizizz

to finish in-class exercises. In contrast to other educational apps, Quizizz uses gaming features to enhance the learning experience, including themes, avatars, memes, and music.

Apart from that, Quizizz is a free online assessment tool that you may download and use. According to Permana & Permatawati (2020), this application is a formative test tool that is suitable for getting information about how the overall class condition in understanding the content of the material being taught. This platform can not only be used during teaching and learning activities in class, but can also be used as a means for teachers to provide homework for their students. Gustianti et al., (2021) Therefore, Quizizz can be used flexibly by students as long as it does not exceed the time limit set by each teacher who uses the platform. Of course this will make it easier for teachers to give assignments, quizzes, and daily assessments while still monitoring students from anywhere because they are online and reduce the potential for students to cheat. Amalia, (2020) added that Quizizz is better than traditional formative tests, because it has an eye-catching display, is engaging and entertaining, prohibits cheating on the test, and creates a competitive environment in the classroom. Besides, some of the advantages mentioned above, Quizizz must requires a stable internet access.

2.4 Quizizz Applied in English Subject

Hamilton-Hankins (2017), claimed that introduce Quizizz to a classroom of English Language Arts students and observe the positive effects it has on their participation. As stated by Bolden et al., (2017), Quizizz Application provided a

higher rate of exercise than Kahoot. From those explanations, the researcher was interested in using Quizizz in English subject in Laboratory Senior High School UM Malang.

2.5 Perception in General

As stated by Rakhmat (2007) as cited in Rahma Hakiki (2021), perception is the experience of objects, events, and some relationships received through inferring information and interpreting the message. Besides, perception is a process that occurs before the sensing process, which is the system that gets a stimulus from humans via sensory devices or perceptual processes, but the process does not end there; the stimulus continues. The next step is the interpretation phase. From the preceding definitions, it can be stated that students' perceptions are influenced by a range of information, desire, and experience, all of which are relevant to stimulation effected by human behavior in deciding the goal of his existence. Furthermore, perceptions are information detection, and perceptions cannot be separated by action.

According to Irwanto (2002) as cited in Mahreda (2017), there are two types of perception. The first is positive perception. It means signifies a positive perception that contains all understanding. Positive perception also refers to positive perceptions of the environment that take into consideration human assessment. If some people have positive perceptions in this situation, they will truly support the perceived thing. Meanwhile, the second is negative perception. It indicates a bad or inappropriate representation of information (known or unknown)

in relation to the viewed thing. Stated differently, negative perception is the result of incorrect perceptions that individuals make when assessing their environment. In this case, a person with a negative perception will reject and oppose any perceived effort.

Positive or negative perceptions will, therefore, constantly influence how someone acts. Additionally, whether someone perceives something positively or negatively depends on how they express their knowledge of the object they are perceiving.

2.6 Students' Perception in Using Quizizz

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. According to Ebadi et al., (2021), there are three types of perceptions on using an application: convenience applying, excitement, and practicality. As stated by Suharni et al., (2021), A convenience is the ease with which an application can be used. Excitement is a state of mind or feeling defined by a sufficient amount of intense pleasure, love, satisfaction, and enjoyment; a sensation of pleasure when using the app. Practicality refers to the use of applications to aid in the learning of a specific need or skill. All needs in various language skills must be met by application learning.