

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

English language skills are currently required because times are changing, and English is one of the most necessary subjects to learn. These days, learning foreign languages especially English is crucial for future success. English is a language that has generally been used as a forum for international communication, so that English can be said to be universal, where its use is not only a bridge of communication in everyday life in the international world but has also penetrated into cyberspace communication (Thariq et al., 2021). Especially in globalization era, the rapid exchange of information related to scientific developments requires everyone to have proficiency in the mastery of English. In this age of globalization, there is no denying the importance of the English language for professional advancement. English language competency is widely acknowledged to be important in the world of work, even though it is not the only requirement for career advancement (Clement & Murugavel, 2018). Teachers, students, and parents should be aware that English is very important for international communication tools. Therefore, schools and teachers have an important role in teaching English to students.

Students' current English skills ability varies greatly, which depends on their motivation to learn English, teaching methods, learning environment, and time spent learning English inside and outside the classroom. Two elements

contribute to learning difficulties: internal variables, such as attitudes toward learning, motivation for learning, focus, and habits, and external factors, such as the fact that students' intrinsic motivation drives the learning process. The setting in which pupils learn can also influence or intensify the learning process. Additional internal factor issues include student traits, learning habits, self-confidence, learning attitudes, learning concentration, processing skills, and exploration of learning outcomes. However, the social environment, curriculum, infrastructure, and teachers are examples of external variables (Susanthi, 2020). One of the outside elements employed in education is learning media.

Learning media is also very necessary in learning activities, Teaching media is a tool that educators use to share information or messages with students in order to help them learn (Azzouz Boudadi & Gutiérrez-Colón, 2020). It is believed that using learning media during the KBM will stimulate students' thoughts, feelings, attention, and interests. It is therefore anticipated that students will be able to absorb and comprehend the teacher's content. Additionally, students' interest in learning is impacted by the lack of instructional media. The preparation of instructional materials by teachers indirectly raises their own costs. Still, the instructor is thrilled to be able to instruct his students. The optimum teaching atmosphere must be provided by the institution.

In recent years, a lot of learning has been digitally based. It cannot be denied that the internet has drastically changed the state of education over

the past 20 years (Sitepu, 2021). For example, with the existence of digital media such as gamification, A technique that is now being considered for development in conjunction with the e-learning Learning Management System (LMS) is gamification. However, many parties are still unaware of the nature of gamification in education (Ariani, 2020). Gamification according to Learn Tech is the way of using game features in non-game conditions to reinforce positive learning behavior, while according to Mariya Gachkova and Elena Somova that gamification is the process of incorporating game elements and strategies into online education. The following viewpoint goes into further detail about gamification: " Programs employ game-based work patterns, aesthetics, and game thinking to solve problems, inspire action, and engage people" (Ariani, 2020). This digital learning is intended to increase student engagement in learning. The development of this digital era has provided numerous benefits that educators or teachers can use to enhance the teaching and learning process. Digital tools have emerged in both formal and informal education in recent years to inspire and engage students (Azzouz Boudadi & Gutiérrez-Colón, 2020).

There are many apps available for language learning that combine game components and assist users in honing their various language skills, like Duolingo. With game-like activities in education seemingly helping students stay engaged and motivated in learning tasks, it's no surprise that Gamification is becoming very attractive to second language teachers. Game-based learning has now been widely used by teachers. The utilization of digital Gamification

can increase the relevance of gamification in student engagement in English learning. (Al-Dosakee & Ozdamli, 2021) said that the teaching and learning process may be made more enjoyable and collaborative by including game-based components. Optimizing learner motivation and engagement is the aim of implementing the gamification concept in the classroom. The learner should be the primary focus of gamification in order to achieve the intended behavior change. In addition, Yildirim (2017) showed that gamification has a positive impact on achievement and behavior towards learning goals. Gamification is very beneficial for teachers in today's era. Gamification is a rapidly growing trend in education as it affects learning. Gamification can encourage motivation and increase student participation in stimulating their desire (Kristriani & Usodo, 2022).

From the problems above, there are several solutions that can be used for English learning, one of which is gamification. In the context of learning, gamification includes a variety of features for meaning construction, such as sounds, images, words, colors, and so on. In order to comprehend the game, students must learn to identify these relationships between certain features in an educational setting. (Anwari, 2018) points out that perceiving the relationships and combinations of Learning requires a complex system of elements (words, images, actions, symbols, artifacts, etc.). Students learn, construct, associate, and synthesize the relationships of these features. Research conducted by Handoko et al., (2021) Quizizz is a gamification assessment application that has been used very positively. For lecturers, Quizizz is highly

efficient and streamlines the evaluation process in teaching and learning activities. As for the students, they are quite excited about taking exams using Quizizz. This application's visually appealing and dynamic interface encourages users to complete the test. As a result, learning becomes more relevant, purposeful, and motivating. The example of gamification used in this research is Quizizz, Quizizz is one example of gamification that can be used in English learning. Research by Kristriani & Usodo (2022) The application of gamification, particularly Quizizz, is thought to be highly beneficial and aids teachers in the process of teaching and learning. It is also thought to be pertinent to the advancement of the 21st-century digital revolution. However, the truth is that a lot of educators who acknowledge the difficulties are unaware of the gamification system, the challenges in creating gamification, the lack of socialization and training, and the role of gamification's advantages and disadvantages.

From the research above, in recent years, digital education has grown in significance, providing many benefits for students and teachers. In both formal and informal education, digital tools are now more successful at motivating and involving students. Gamification is a digital platform that uses games or activities to facilitate learning, has become a valuable tool in education. Gamification can motivate students and increase participation in learning activities. Gamification is particularly beneficial for teachers in the current era, as it can influence learning and can lead to better performance and engagement. Various gamification techniques, such as Quizizz, can be used to

enhance the learning experience. Overall, digital education has become more interactive, engaging and motivating for students. It can be concluded that the use of gamification can be used as an alternative for English learning to improve student achievement and attainment. By using the quiz, students can collaborate by working on the questions that have been provided.

### **1.2 Statement of the Study**

Based on the research background, statement of the study above is as follows is gamification of Quizizz effective for students' to enhance achievement in English Language Learning?

### **1.3 Purpose of the Study**

The purpose of the study is to measure the effectiveness of gamification on Quizizz online platform to enhance Students' achievement in English Language Learning.

### **1.4 Benefits of the Study**

At least two benefits are expected from this research:

1. Theoretical benefit
  - a. The findings of this study can be used as a reference source for further research. In addition, this study provides useful information about the effectiveness of gamification on Quizizz online platform to enhance Students' achievement in English Language Learning.

- b. The results found in this study can help readers gain a better understanding of the effectiveness of gamification on Quizizz online platform to enhance Students' achievement in English Language Learning. In addition, it provides an explanation of similar cases, which will be beneficial for further research.

## 2. Practical benefit

### a. Teacher

The findings of this study will give teachers information and support as they use Quizizz media as a tool to assess students' mastery of English language learning objectives. Instructors can use the Quizizz app to boost students' motivation even if they come from varied backgrounds. Teachers should take note of this since the research has the potential to foster greater creativity in the classroom and aid in English language acquisition.

### b. Student

Researchers hope that the results of this research can help students' motivation in learning English. Researchers also hope that students enjoy and do not feel forced to learn English.

### c. For others researcher

Researchers anticipate that the results of this study will serve as a resource and helpful knowledge for other researchers working on the same issue. In addition, this research provides new knowledge for other

researchers about the effectiveness of Quizizz gamification for student learning outcomes in English learning.

### **1.5 Scope and Limitation**

This research focuses on the use gamification of Quizizz application as a media to achieve student learning outcomes in English learning, with the main objective of seeing whether this application is effectively used to assess student learning outcomes as well as examining student responses to its use. The scope of the study includes middle school students, with a focus on student learning outcomes when using the Quizizz app. This research was limited to using one class and carried out a pretest and posttest. Thus, the scope and limitations of this study indicate that this study aims to examine the effectiveness of the Quizizz app in improving students' learning outcomes in English.

### **1.6 Hypothesis**

The research hypothesis, which is a short-term statement of the research findings, is a prediction of the research's outcomes based on the theoretical investigation results. Two possible outcomes are presented in the hypothesis as a statement. In 2021, Firdaus et al. The following is the study's hypothesis:

Ha: The use of Gamification on Quizizz is effective to enhance student achievement in English Language Learning.

Ho: The use of Gamification on Quizizz is ineffective to enhance student achievement in English Language Learning.

### 1.7 Definition of the Key Terms

By knowing the key terms, it makes avoid understanding. There are many key terms associated with this researcher, such as:

**Gamification** : Gamification is a type of digital literacy in which a gamified media application facilitates many levels of meaning-making and processing. New Media Literacy Studies (NMLS) is the definition of this literacy. NMLS examines how individuals interpret and derive meaning from media (Anwari, 2018).

**Quizizz** : One educational app that uses the idea of gamification is Quizizz. Avatars, music, leaderboards, and a theme are some of its intriguing features that give the impression that students are playing games while they learn. Additionally, Zuhriyah and Pratolo (2020) contend that the Quizizz app can offer students an engaging and interactive exercise experience, particularly when it comes to answering questions. Quizizz displays the memes automatically after students respond to the question, indicating whether

or not their response is accurate (Kristriani & Usodo, 2022).

**Language Learning** : Language learning is the process of learning to read, speak, and understand a foreign Language. This process involves various aspects such as grammar, vocabulary, pronunciation, and understanding the culture associated with the language. Arnon (2019) argues that first language learning increases during childhood, in contrast to age-invariant predictions. It is important to utilize new technologies to create a more motivating environment for students. Alomair and Hammami (2019) state that one of the immediate advantages of inexperienced people in the 21st century is the potential to learn a second language as second language acquisition becomes a more technology-centered design (Al-Dosakee & Ozdamli, 2021).