

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the research, formulation of the research problem, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

#### **A. Background of the Research**

Technology growth nowadays gives various benefits among people. Its benefits influence educational fields in all aspects. Those benefits undeniable fact that plays learners' intense interest (Degirmenci, 2021), and it aids learners to learn more effectively (Pham, 2022). On the teacher side, technology allows teachers to conduct a full-fledged lesson in real-time, using the resources of numerous internet platforms (Colodeeva, 2021). Nowadays technology enhances and enriches the formative assessment methods which are so important for the entire teaching cycle. Technology becomes an innovation in teaching to increase the quality of students learning outcomes (Nurhayati, 2019)

The models and techniques that exist in this age called MALL (Mobile Assisted Language Learning). MALL deals with the utilize of mobile technology in language learning (Miangah & Nezarat, 2012). The students have opportunity to access language learning materials, quizzes related to teaching materials and helps the students in improving their interaction to teacher. In agreement with Baleghizadeh & Oladrostam (2010) viewed those mobile devices gave benefits learners to have a better engagement and interaction in learning activities.

Integrating MALL in teaching learning process, gamification-based media can be utilised to support the learning process. According to Groening & Binnewies (2019), game-based learning refers to achieving specified learning outcomes through game content and play and enhancing learning by involving problem-solving spaces and challenges that give the learner a sense of accomplishment. Meanwhile, Lopez & Tucker (2019), stated that gamification can encourage motivation and increase students' participation in stimulating their desire. It is relevant to the 21st century learning gamification itself can be found on the use of educational platform that developed recently to support and develop students'

critical thinking skills, more entertaining, and it increases students' motivation in learning.

Gamification based media utilized by teacher can engage students to their behaviour and psychological aspect. The concept of students' engagement connected to a psychological and behavioural component (Beer, et al, 2010). Students' engagement belongs to the attention, curiosity, interest, optimism, and passion showed by students in teaching learning process. Engagement can be focused on involvement in a specific course or even on a specific learning activity (Henrie, et.al, 2015). On 2016 High School Survey of students' engagement, National Association of Independent School (NAIS) reported three dimensions of engagement: cognitive, behavioural, and emotional engagement. Students' cognitive engagement related to how students control themselves, stabilize reaction, and deep technique for learning activities. Behavioural engagement related to the students' interaction with social experience including extracurricular and non-academic activities in the school. Emotional engagement is related to emotional reaction and affective relationship of the students during a lesson. Students' engagement is crucial to student learning (Johns, et.al. (2017). In current age, teachers need to engaged students' learning and behaviour and compete it with technology. Various game platforms used to support teaching learning process, one of them is Quizizz that can be used for quizzing students in teaching learning process. With Quizizz, educators may collect evidence of students' learning in an engaging, gamified environment (Petty, 2017). In 2015, Ankit & Deepak founded Quizizz aimed to keep teachers' time, grade the students immediately, activity recommendations and others (Monica, 2023).

Quizizz, as the media in the teaching-learning process, help students increase their English skill development. These four critical aspects affecting using Quizizz application in the teaching-learning process, Quizizz application can easily operate by students' smart phones (Mei et.al, 2018). It interactive and offer competitive application (Zhao, 2019). Besides Quizizz provides students' self-assessment (Rahayu & Purnawarman, 2019) and encourage the students' confidence and motivation (Zuhriyah & Pratolo, 2020). Without using this media, the students might be less motivated to join the teaching-learning process. Quizizz has several

features that can be set into two models, namely in live or as homework. Recently, Quizizz updated the new features called Quizizz Paper-Mode that allow teachers to utilize this platform without ask the students to bring their mobile phone in classroom. Quizizz Paper-Mode is the feature that helps students to use the platform without any smartphones, laptops and internet data. The teachers need to provide printed paper.

Some previous studies on using Quizizz in the teaching-learning process. A study conducted by Yunus & Hua (2021) indicates that Quizizz was effective in inspiring the students' interest. This examined significant difference between male and female users of Quizizz. In addition, Junior (2020) showed that Quizizz has valuable tool in education which can motivate students to achieve better results in classroom. In their descriptive qualitative research presented that Quizizz can make students' enthusiast in participating in learning activity (Pahamzah, et.al, 2020). Besides, Lim & Yunus (2021) conducted a systematics literature by reviewing 45 articles related to the use of Quizizz in English language learning. The results of this study showed that Quizizz is accepted positively among teachers due to its effectiveness, feasibility, ease of use, and motivating nature for learners. A study conducted by Putra (2023) focused on English subject, have been carried out at various levels of education, and used various research designs. The distinction of this research reveals the use of Quizizz Paper-Mode on students' engagement and how effective Quizizz Paper-Mode in learning English vocabulary.

Moreover, in Indonesian education program, English as the one of local content subjects that should be learned by students. Teacher should consider some strategies to deliver English material seriously so can be easily accepted to the EFL students. Nurhayati (2018) revealed that the teachers need to be creative in building the activities for the students in the classroom. So, technology can help the teacher to teach English. In contrast, not all schools in Indonesia allow their students to bring mobile phone. Based on that problem, Quizizz has recently a new feature to keep engaging the teaching and learning process. Paper-mode feature is very use for teachers to conduct the media offline. In addition, it helps the students without any smartphones, laptops, and internet data. During the lesson, the teachers will provide the students with printed-paper mode Quizizz. Then, the students should rotate the

paper to show their answer to participate in. Thus, students can keep engaged in the lesson while the papers are being scanned and displayed by the teacher, so this Quizizz Paper-Mode can make the class more attractive, high participation and high motivation in teaching learning process. As situation in SMP Islam Sunan Gunung Jati Ngunut Tulungagung, which applies boarding school program, Quizizz Paper-Mode can be an appropriate media there because the students no need to carry their mobile phone. In short, the researcher deals with conducting the effect of Quizizz paper-mode on EFL students' engagement and students' vocabulary mastery at 7<sup>th</sup> graders of SMP Islam Sunan Gunung Jati Ngunut Tulungagung.

### **B. Formulation of Research Questions**

Based on the background of the study above, the researcher formulates the research problems as follows:

1. Is it effective to use Quizizz Paper Mode on students' engagement?
2. Is it effective to use Quizizz Paper Mode on students' vocabulary mastery?

### **C. Objectives of the Research**

Based on the research problem above, the objectives of the study as follow:

1. To find out the effect of Quizizz Paper-Mode on students' engagement;
2. To find out the effect of Quizizz Paper-Mode on students' vocabulary mastery.

### **D. Significance of the Research**

The findings of this research can contribute theoretically and practically to these following parties:

1. Theoretically

The results of this study supposed to suggest to the teachers in teaching learning process utilizing Quizizz Paper-Mode to enhance students' engagement and their vocabulary mastery. The researcher hope for the use of Quizizz Paper-Mode can be used for other researchers.

2. Practically

The results of this study would give some beneficial ideas for students, English teacher and other researcher.

a. For the students

This study was expected to motivate and improve students understanding on the use of Quizizz especially Quizizz Paper-Mode. In addition, they knew the advancement of technology nowadays. So, Quizizz could help the students to have good engagement to the teachers or even other students.

b. For the English teachers

The findings help the teacher adjust their teaching media to address the needs of the learners. They can use Quizizz to make the learning process to be more interested and enjoyed. So, the students can easier in getting understood in English teaching learning.

c. For further researchers

The researcher hoped the findings of this research can be used as a supplementary source for conducting more better research in the same field in order to improve students' engagement and their vocabulary mastery by using Quizizz Paper-Mode applied in the different level students or situation. Additionally, this research supports future researchers who might be intending to do related research from different aspects for instance assessment, learning outcomes, students' attitude, anxiety, self-confidence, etc.

### **E. Scope and Limitation of the Study**

The scope of this research limited to the subjects and topics to be investigated. The subjects of this research are the seventh-grade students of SMP Islam Gunung Jati. The topic of this research is to know the effectiveness of Quizizz Paper-Mode on EFL students' engagement and their vocabulary mastery. The researcher taught English vocabulary about School Activities.

### **F. Formulation of Hypothesis**

Hypothesis is assumption that should be tested, it may be true or false prediction and it should be proved by hypothesis testing. Related to the research question, the researcher formulates the hypothesis as follows:

1.  $H_0$  (Null Hypothesis)
  - a. There is no significant difference on the students' engagement between those who are taught by using Quizizz Paper-Mode and those who are not.
  - b. There is no significant score on the students' vocabulary mastery between those who are taught by using Quizizz Paper-Mode and those who are not.
2.  $H_1$  (Alternative Hypothesis):
  - a. There is a significant difference on the students' engagement between those who are taught by using Quizizz Paper-Mode and those who are not.
  - b. There is a significant difference on the students' engagement between those who are taught by using Quizizz Paper-Mode and those who are not.

### **G. Definition of Key Terms**

The researcher would like to study about the effect of Quizizz Paper-Mode on EFL students' engagement and students' vocabulary mastery. Therefore, to avoid misunderstanding of the terms used in this study they need to be defined as follows:

#### **1. Students' Engagement**

Students' engagement is most effectively understood as a connection between the learner and the subsequent elements of the educational environment. National Association of Independent Schools (NAIS) revealed there are three dimensions of students' engagement namely cognitive engagement which focuses on participation in academic, social, and co-curricular activities; emotional engagement which focuses on the the extent and variety of responses, both favorable and negative, to teachers, learners, academic work, and school; and behavioural engagement which focuses on students' enthusiasm for learning.

## 2. Quizizz Paper-Mode

Quizizz Paper-Mode is a new feature provided by Quizizz Application that gives chance the students to play this game without operating mobile phone. This game only needs barcode paper that provided by Quizizz. Then, the teachers scanned students' answer using Quizizz application in mobile phone to know the results.

## 3. Vocabulary Mastery

Vocabulary mastery means how students can understand not only the word list but they also comprehend the meaning, form, grammar, collocation, and word formation.