

CHAPTER I

INTRODUCTION

There are several points to discuss in this chapter including the Background of the Study, Research Question, The Objectives of Study, The Significant of Study, The Scope of Study, and The Definition of Key Term.

1.1 Background of Study

In recent years, technological advancements have revolutionized the field of Education. Khan *et al.* (2017) state that Integrating technology into education can engage learners, helping them acquire, analyze, synthesize, and present information in a timely and professional manner. Bhasin (2012) argues that Integrating technology into education contributes to meeting students' needs to learn anywhere, anytime, and enhances student learning. Integrated technology in education provides benefits for students in terms of the application of shared learning outcomes, motivation, and group work attitudes. Technology offers innovative tools and platforms to enhance the learning experience. Among the myriads of educational technologies. The Quizizz app has emerged as a popular choice for educators who want to engage students in interactive learning activities. With a user-friendly interface and customizable features, Quizizz allows teachers to create and share quizzes on a variety of subjects, including English language learning.

According to Sarjani *et al.* (2023) Integrating technology-based

media in language learning can increase early childhood interest, attract attention, make children happier and motivated to learn, and accelerate language acquisition. Priyadarshini (2013) stated that the integration of technology in language classrooms can improve language acquisition and improve learning skills for English learners. Rintaningrum (2023) stated that integrating technology in English learning can increase the speed of answering questions, and test scores, and encourage independent learning. The integration of technology in language learning has gained significant attention from educators and researchers around the world. With the growing demand for effective language instruction, educators are exploring a variety of digital tools to complement traditional teaching methods. Educational technology offers opportunities for personalized learning, instant feedback, and interactive engagement, which are essential components of language acquisition.

Yong *et al.* (2022) mention that Quizizz is a gamified student response system that can be used for formative assessment in online or face-to-face delivery, either synchronously or asynchronously. Quizizz is a web-based learning platform that allows teachers to create engaging quizzes, surveys, and assessments for their students. Unlike traditional pen-and-paper quizzes, Quizizz offers a gamified experience with features like customizable avatars, memes, and real-time feedback. Amalia (2020) claims that students strongly agree that Quizizz is better than traditional offline tests, has an attractive, attractive, and fun appearance, and creates a

competitive atmosphere in the classroom. Students can access the quiz using their smartphones, tablets, or computers, making it convenient for both classroom and remote learning environments. The app also provides detailed reports and analytics to track student progress and performance.

While the use of the Quizizz app has gained popularity among educators, limited research has been conducted to investigate its effectiveness in the context of language learning, particularly in the field of English language education. Desinta (2023) stated that the perception of learning English has a positive effect on students' welfare and grades, while the enjoyment of learning foreign languages does not have a significant impact on well-being. Understanding students' perceptions and experiences with Quizizz can provide valuable insights into its potential as an additional tool for English language teaching. By exploring student attitudes, preferences, and challenges related to using Quizizz, educators can make informed decisions about integrating technology into their teaching practices.

SMAN 1 Banda Aceh is one of the schools that has used Quizizz in learning English. Students have a perception that varies based on their level of English language proficiency, learning style, and experience with technology. In addition, the limitations of the features and content in Quizizz can affect its effectiveness as a learning tool. The use of this app also has an impact on student engagement and motivation, but not all students have the same access to adequate technology or skills to use this app. Compared to

traditional learning methods or other apps, students' perception of Quizizz needs to be analyzed to identify its strengths and weaknesses. The learning environment, both at home and at school, also plays an important role in influencing students' perceptions and experiences. Last, it is important to assess whether the use of Quizizz has a positive impact on student learning outcomes in English, although measuring learning outcomes objectively remains a challenge.

The study draws on theoretical frameworks from educational technology, second language acquisition, and cognitive psychology to test students' perceptions of the Quizizz app for learning English. The Technology Acceptance Model (TAM) provides a theoretical lens for understanding user attitudes and intentions toward the adoption of new technologies. According to TAM, perceived usability and perceived ease of use are key determinants of user acceptance and use of technology. In the context of language learning, cognitive load theory and multimedia learning offer insight into how Quizizz's interactive features, such as gamification and multimedia content, can affect students' cognitive processes and learning outcomes.

Some of the past research has to do with current research. In the first study, Nisa (2022), entitled "Student's perception of quizizz.com as their English learning and evaluation media," researchers found that students have a positive perception of Quizizz as a medium for learning and evaluating English, with its attractive features, ease of use, and motivation

to learn English. Another research was by Sulaiman *et al.* (2022) entitled "Students' responses toward the use of Quizizz in English class". This research found that students positively perceive Quizizz as an English learning medium because of its attractive features, fun features, and opportunities to learn together, and effective student engagement. Another relevant research was conducted by Suharni *et al.* (2021) entitled "EFL students' perception on using Quizizz application: a survey study". This study found that students' perceptions of the Quizizz application are good because it is easy to use, helps review lessons, and reduces anxiety during exams.

The findings of this study can contribute to the growth of literature on the use of educational technology in language learning. By examining students' perceptions and experiences with Quizizz, the study is expected to inform educators, curriculum developers, and education policymakers about the benefits and limitations of integrating digital tools into English language instruction. Many studies may focus more on quantitative data and not delve into qualitative aspects, such as students' experiences and feelings when using the app. Understanding a student's perspective can help educators design more engaging and interactive learning activities that cater to diverse learning styles and preferences. This research aims to explore students' perceptions regarding using the Quizizz application to learn English.

1.2 Research Question

Based on the research problems stated previously, this study poses

one question that what are student's perception about the use of Quizizz application for learning English?

1.3 The Objective of Study

The main objective of this study was to find out the student's perception about the use of Quizizz application for learning English.

1.4 The Significant of Study

1. Teacher

By understanding student perceptions, teachers can make informed decisions about the use of Quizizz and other educational technologies, ultimately improving the overall learning experience for their students.

2. Student

Understanding their own perceptions of Quizizz helps students advocate for their preferred learning tools and methods, leading to a more effective and enjoyable educational experience.

3. Researchers

By conducting this research, researchers can contribute to a broader understanding of the role of educational technology in modern education, guiding future innovations and implementations to improve learning outcomes for students.

4. School

By understanding students' perceptions of Quizizz, schools can make informed decisions to enhance the learning experience, improve

educational outcomes, and ensure that the integration of technology aligns with their students' educational goals and needs.

1.5 The Scope of Study

The focus of the study is to understand students' perceptions about the use of Quizizz application in English learning. The research will focus on student's perception about the use of Quizizz application for learning English.

1.6 The Definition of Key Term

1.6.1 Perception

According to Persson *et al.* (2022) Perception has several meanings that the dictionary defines as "perception", including awareness of things through the physical senses, beliefs or opinions based on how things look, and the ability to notice and understand things that are not obvious to others.

1.6.2 Quizizz App

Mustika *et al.* (2022) argue that Quizizz is an educational app that contains online quizzes and can be used in multiplayer, making it a practical tool for teaching and learning.