

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Learning occurs when a lesson is presented in a way that the students appreciate using the techniques or strategies, they desire the most. One thing that interferes with students' interest and engagement in courses is the standard teaching approach. Teachers are responsible for ensuring that students develop the essential competencies through active engagement in the learning process, impacting their academic success.

The education industry has been significantly impacted by the enormous technological advancements of the modern period. Teachers can now readily assess students anywhere without being physically present in class, one effect of technological advances in education (Chien et al., 2018). Moreover, Sartini (2020) stated that students today are members of the digital generation; thus, they are accustomed to technology. Nowadays, a few application tools can be used as learning media to support the efficacy of learning, among other things—for example, Edmodo, Kahoot, Quizizz, and many more. Technology can also help teachers do their work more quickly and successfully.

Online learning is frequently combined with similar phrases like *e-learning*, *blended*, or *distance learning* and used interchangeably (Hockly, 2015). According to Horn Staker (2011), using technology to deliver educational tools and materials and facilitate teacher-student interactions in distant learning is frequently seen as a developing educational alternative. Quizizz is a game-based educational resource or application that significantly assists learning. With the help of this program, students can use their mobile devices in interactive classroom activities to improve their learning. The fact that learning does not necessarily include books and paper as the medium is such a good thing. As a result, learning media are no longer a burden for students and teachers. Teachers can find any features in Quizizz to support the

learning process. Themes, memes, avatars, and quality music are the features of Quizizz. According to Zhao (2019), it differs from other educational applications in this way. To complete evaluations in a class quickly, there is a quiz that is an enjoyable game for the students. The main feature of Quizizz is the ability to create quizzes that teachers may then have students complete the assignment. The teachers can personalize the quiz themselves, comparable to giving each quiz a visual background. The interactive quiz is carried out by choosing the correct answer. The choices also come in various hues, including red, yellow, green, and blue. The quiz gives students a gaming-like learning experience because of its colors, avatars, and music. Each question's conclusion will result in a meme being shown on the students' smartphones. "Quizizz will show pictures with memes to indicate whether the answer is correct or incorrect after students respond to each question, and this is a treat for students," the statement reads.

The definition of grammar should be discussed before moving on to its use in English language instruction. Keck and Kim (2014: 33) stated that grammar is a system of rules that governs how words can be combined to form sentences. Grammar plays an essential role in learning English as a second language. Teaching grammar has always been complex and contentious. Teaching grammatical norms to pupils, according to Batstone and Ellis (2009), Ur (1999), and Hudson (1997), makes it easier for them to acquire other languages. However, the topic of discussion at the moment was whether a kind of grammar education was more successful.

Quizizz can be an alternate assessment tool for English teachers to evaluate their students in light of their current educational needs, especially in teaching Grammar. Teachers are anticipated to be motivated to advance their information and technology abilities to offer online English programs once technology-based evaluation has been implemented. Quizizz is a great website and application to help with online evaluations, testing students' knowledge and their success in learning English, according to Rahayu (2018). It is crucial

to examine how Quizizz can be a technology-based assessment and highlight its advantages.

Based on the explanation above, the researcher conducted research on the ten graders of the X TO 1 class at SMK Tunas Bangsa Sukoharjo, entitled “*The Use of The Quizizz Application in Teaching Grammar of The SMK Tunas Bangsa of Tawang Sari*”.

## **B. Limitation of the Study**

Based on the research background above, the researcher conducted this research by using a qualitative approach. The researcher focus on the using Quizizz application to know a grammar tense of student knowledge, in the ten grade of SMK Tunas Bangsa of Tawang Sari 2022/2023 academic years.

## **C. Problem Statement**

According to the research limitation that has been mentioned above, the research was formulated as follows:

1. What to extent is the ability of the students exposed to Quizizz as a learning medium to learn English grammar?
2. What are the dominant features use to strengthen students' interest in learning Grammar using Quizizz?

## **D. Objective of the Study**

In line with the problem formulation above, the objective of this research was stated as follows:

1. To investigate the ability of students exposed to Quizizz as a learning medium to learn English grammar.
2. To find out the dominant features that are used to improve student interest in learning English Grammar

## E. The Benefits of the Study

### a. Theoretically

The result of this study to develop a knowledge and science, also give a benefit to contribution. Obviously, English lesson and knowledge to use technology in learning grammar and using Quizizz to grammar test.

### b. Practically

It is expected that the findings of this study will benefits and contribute to the following:

#### 1. For teacher

It can be helpful to provide information about to teach their students, increase their ability to learn grammar, increase the material quality, and give a teaching model for teaching English Grammar.

#### 2. For Students

The results of this research can enrich students and increase their ability to learn English Grammar.

#### 3. For other researchers

The result may become information for those interested in conducting research studies using a third application as a teaching medium. Moreover, it can also enrich the knowledge of teaching English, especially in teaching English Grammar

## CHAPTER II

### THEORETICAL REVIEW

#### A. Literature Review

##### 1. Location of the Research

###### a. The description of SMK Tunas Bangsa Tawang Sari

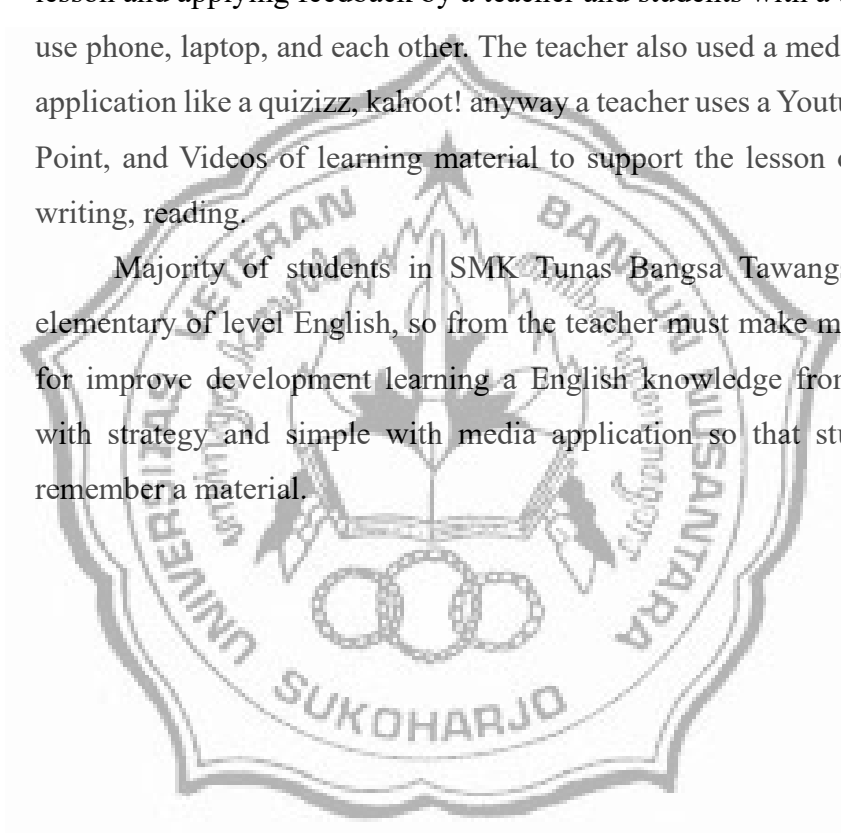
SMK Tunas Bangsa Tawang Sari was established in 1985 and located in Tawang Sari, also included private schools with accreditation B. SMK (Sekolah Menengah Kejuruan) Tunas Bangsa Tawang Sari is a Vocational High School in Central Java, to be precise in Tawang Sari. Located in Sukoharjo – Tawang Sari highways, Tawang Sari Sub-district, Sukoharjo district, Central Java Province. The school located in a Village and surrounded by a residential areas.

In 2023, SMK Tunas Bangsa Tawang Sari has 18 a classroom and have a majors of vocational machining engineering, automotive light vehicle engineering, computer and network engineering, accounting, motorcycle business engineering. SMK Tunas Bangsa applies the curriculum in accordance with the rule of Ministry of Education Indonesia, Kurikulum Merdeka Belajar for grade X all of a majors in SMK Tunas Bangsa Tawang Sari. Mostly of a students in grade XI, XII used a Kurikulum K13 (Kurtilas) Curriculum.

Teaching and learning activities in SMK Tunas Bangsa Tawang Sari are carried out offline every day from a 07.00 A.M. to 03.30 P.M. from Monday to Friday, each lesson 45 minute and 2 times for break. SMK Tunas Bangsa implemented a full day school system, a teaching and learning activities are only in Monday to Friday, and in Saturday until Sunday, the school has been closed.

The teacher also support a student learning by using appropited method and media that are suitable for the class. Obviously in class X TO 1 with 40 Students in SMK Tunas Bangsa Tawang Sari, the research found these English lessons, actually about writing, reading. The English teacher of SMK Tunas Bangsa Tawang Sari, Mrs. Novita, S.Pd. used a strategy of teaching a students with Lecture-based learning and sometime used a Teachnology-based learning, so these are strategy to improved a English lesson and applying feedback by a teacher and students with a technology use phone, laptop, and each other. The teacher also used a media teaching application like a quizizz, kahoot! anyway a teacher uses a Youtube, Power Point, and Videos of learning material to support the lesson of learning writing, reading.

Majority of students in SMK Tunas Bangsa Tawang Sari had a elementary of level English, so from the teacher must make many efforts for improve development learning a English knowledge from teaching with strategy and simple with media application so that students can remember a material.



## 2. Grammar

### a. The Definition of Grammar

Grammar is the system of language. People sometimes describe Grammar as the “rules” of a language. The word grammar has several meanings and descriptions attempted by linguists. Different experts define the term grammar differently. Harmer (2001: 12) defines *Grammar* as the description of how words can change form and combine into sentences in that language. Whereas Cook and Suter (1980:1) state: “Grammar is a set of rules by which people speak or write. These rules are not always understood consciously, and if there is a question about English grammar rules, most people would probably offer one or two or say they do not know. The reason is that the rules we refer to are those that hardly anyone ever thinks about but allow people to use their language easily and naturally most of the time”. Another expert, Hornby (1989: 517), defines *Grammar* as the rules in a language for changing the form of words and combining them into sentences. The statement above states that Grammar is a rule used to speak or write in English. However, sometimes, several people do not use Grammar to communicate with each other. They generally do not realize that when they express themselves through writing or talking, they remain unconscious and apply the pattern in their communication.

Tenses in English Grammar is a verb form that defines or indicates the actual occurrence of the verb, i.e., when the verb/incident happened. Tenses are essential because they help us identify whether the incident occurred in the past, present, or future. There are three types of tenses in Grammar- past tense, present tense, and future tense. Brown mentions three categories written of tense:

## 1. Present Tense

The present tense is the form of the verb that speaks of the action that is currently going on at the moment or is being performed continuously. According to (1989: 2), the simple present tenses express events and situations that exist always, usually, and habitually; they exist now, have existed in the past, and probably will exist in the future. She also adds in the same book that the simple present says something true in the present and will be accurate in the future. It is used for general statements of fact. The simple present tense is used to express habitual or everyday activity, the example of using present tense indicate a situation of daily activity and the moment of speaking.

## 2. Past Tense

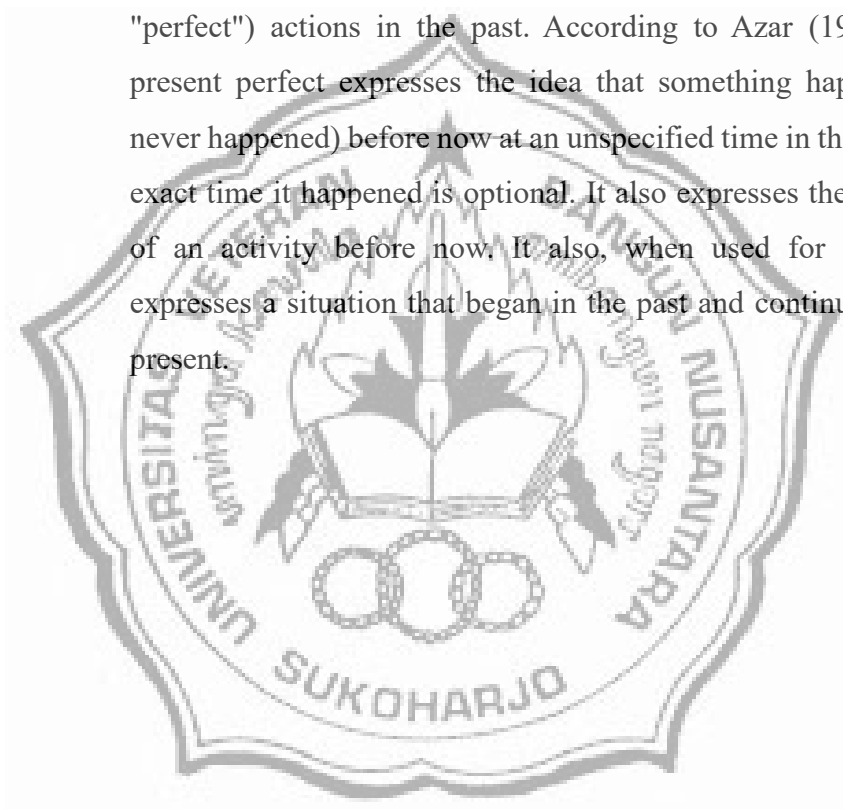
Past tense is that form of the verb which speaks about the incident which had already occurred in the past. Past tense shows events that must have happened in the past. There are many definitions of past tense. According to Frank (1972: 73), the meaning of past shows time must have ended in the past, whether the word time is given or not. Cook and Suter (1980: 51) write that past tense is the usual action or circumstance that happened or finished in the past.

To sum up, the past term is an activity or situation that starts to occur and ends in the past, whether the time signal is mentioned or not. Most grammarians agree to divide the past form into four forms: simple past, the past continuous, the past perfect, and the past perfect continuous. The simple past tense is the most common in English. The simple past tense is formed by using the simple past form of the verb. Examples are (walked, smiled, worked, danced...). The following is the other pattern to add -ED, which slightly changes the ending.



### 3. Future Tense

Future Tense speaks about incidents that have not happened yet but could happen at any time (in the future). The present perfect tense is one of the more challenging English tenses to use well or even correctly. However, it is easier than it is often made, and many of the problems students have with the result from the inadequate explanations usually given in material books. In linguistics, the perfect Tense is the past Tense used to describe completed (thus "perfect") actions in the past. According to Azar (1989), "The present perfect expresses the idea that something happened (or never happened) before now at an unspecified time in the past. The exact time it happened is optional. It also expresses the repetition of an activity before now. It also, when used for and since, expresses a situation that began in the past and continuous to the present.



## **b. The Importance of Grammar in Learning English as a Foreign Language**

We must learn a foreign language to communicate with people from all over the world. Learning a language entails studying the language's structure and pattern in order to improve our ability to communicate. To put it another way, if we want to speak in a more organized way, learning grammar is necessary. Besides the four crucial abilities of hearing, speaking, reading, and writing, grammar is an aspect of language learning. Grammar is a crucial component of mastering these four abilities, according to Subasini and Kokilavani (2013). This is because grammar is the term that allows us to talk about language; therefore, its significance must be recognized. In general, we study a foreign language dialect or work on improving our mother tongue rather than mastering the grammar of our native tongue in order to apply it in daily speech (Debata, 2013). Grammatical competence enables learners to use and understand English language structures accurately and unhesitatingly, eventually contributing to their fluency. Therefore, we need to understand grammar structure when learning a language. People know how to produce the grammatical structure if they learn grammar. Grammar is the primary signal in which a language transmits meaning. In line with that, people must know their language grammar to construct a sentence in order to express their ideas correctly. Grammar rules involve word changes and sentence structures, encompassing analytical and terminological study. English learners learn about the parts of speech, words, phrases, and clauses.

### c. Problems in Learning English Grammar

Grammar has always been seen as a significant challenge for most EFL students. EFL students frequently make grammatical errors when writing in English (Singh et al., 2017). Students also need help forming proper sentences with the proper grammar structure when speaking in English. Since they do not speak English as their first language, EFL students find it challenging to understand the structure of English grammar and construct proper sentences using the grammar rules themselves. According to Al-Mekhlafi and Nagaratnam (2011), most EFL students believe that grammar is to blame for their discomfort while forming certain words in English and occasionally for making them feel pressured.

As a result of this issue, many teachers have attempted to make grammar instruction in the English curriculum enjoyable, creative, and practical. However, they still need help to engage pupils and ensure they understand the grammatical principles. The teacher has already used various teaching methods, and integrating technology is one of them. The teacher has already conducted various ways of teaching, and one of them is implementing technology, such as learning applications.

### **3. Concept of Technology-based learning**

#### **a. Definition of technology-based learning**

Technology-based learning is the combination of learn by technology and the chance of to do a business in the world of education, benefits of the use technology-based learning are analysis the data and research education method by technology more effective to lesson a material and education in the classroom. another side education by technology resources included hardware, infrastructure, tools, and software. Common practices include collaboration communication, internet research, remote access and data transfer. Integration must be routine, seamless, efficient, and effective. (National Center for Education Statisies, 2002). The efficacy of technology integration should be monitored for a variety of reasons. Technology is to increase productivity and instruction, so its integration into a school. Effectiveness must be quantified but some the most important effect can challenge of quantity.

#### **b. Advantages and Disadvantage of Technology-based learning**

Education must adapt to technological advancements, incorporating information and communication technology in teaching and learning to enhance student learning and development. (Shatri, Z.G. ,2020). Through the sharing of knowledge and experiences, technology give pupils the chance to learn and work together join problem solving. Teacher must create a focused plan and choice resources adhere to fundamentals of teaching when preparing for lesson that use information technology. Teacher need to be knowledge of learn by technology and improve a media application of software in technology to combination in classroom and identification of function technology to effective learning environments the benefit lesson.

### **1. Advantage of Technology-based learning :**

- a) Making an experience more interactive
- b) Offering unlimited resource
- c) Assisting in the development of skill that will be useful in the future
- d) Conserving precious resource
- e) Updating information instantly
- f) Taking up little spaced

The summarize of description from advantage using Technology-based learning are the student and researcher especially teacher have a benefit also with simple tools and to easier use a technology application for education learning in class.

### **2. Disadvantage of Technology-based learning :**

- a) Learning is becoming more expensive
- b) Insufficient teaching methods
- c) Misguiding information
- d) Extra distraction for student
- e) Inefficient learning by student
- f) Makes cheating easier in exam

The opposite of the description in disadvantage, of using Technology-based learning probably have a lot weakness to use a technology for learning, especially for student.

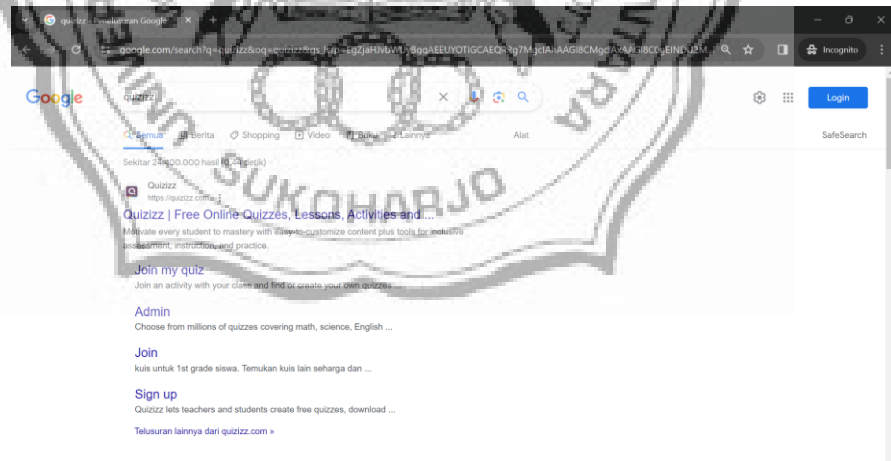
From the above description Technology-based learning have an advantage and disadvantage using an application in lesson and to the solve a teacher problem, the teacher should organize the class as well and organize the time of study in the possible time very well.

#### 4. Quizizz

Quizizz is one of the applications that can effectively teach a foreign language. One of the educational programs that use the gamification concept is Quizizz. It offers various unique features, including avatars, music, leaderboards, and themes that make learning feel like a game for the students (Mac et al., 2017). Quizizz, a game-based application for making quizzes, is intended to make students like learning and be more engaged because it offers competitive, multi-player activities, according to Sato (2019). Besides, Rahayu (2018) mentioned that by using Quizizz, teachers can give a test and provide homework, which is additional training material for students.

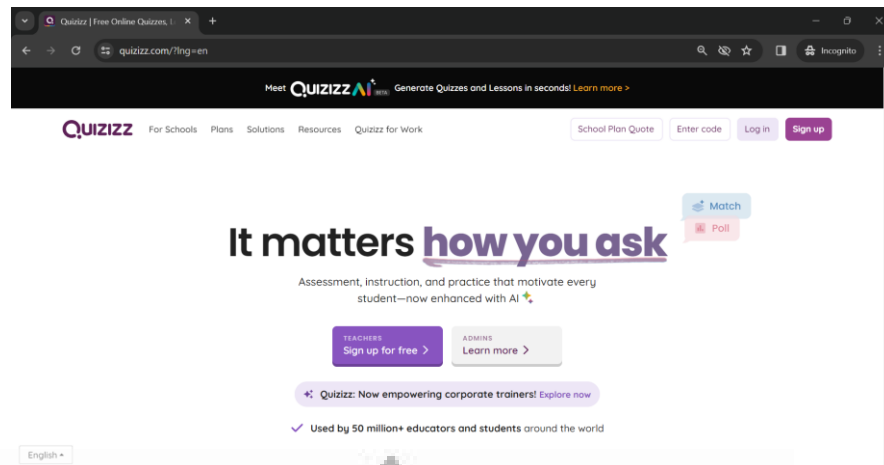
##### a. Creating a Quizizz account

Wibawa et al (2019) stated that Quizizz stands out as a top alternative for students to engage in educational games, quizzes, and discussions with both teachers and peers. The first step to use Quizizz is creating an account by signing up will be shown as follows:



Picture 2.1 Search Quizizz on the Website

The teacher may search using Quizizz as the keyword on Google, then click the top result, and the link will be redirected to [www.quizizz.com](https://www.quizizz.com).



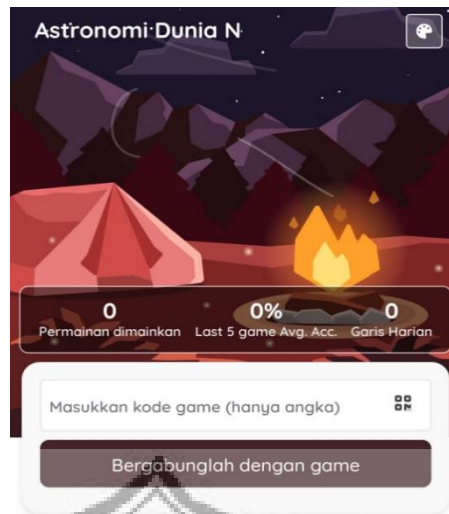
Picture 2.2 Quizizz Homepage

After being redirected to the homepage, the teacher is required to sign up by clicking *Teacher; Sign up for free* in the purple button.



Picture 2.3 Sign-up Options

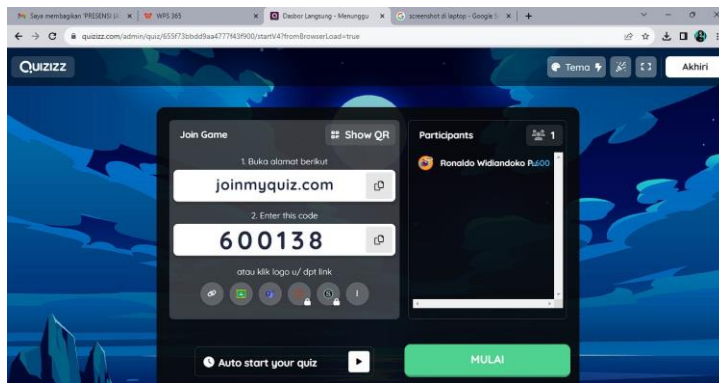
There are three main options to sign up. If the teacher clicks *Continue with Google*, the account will be linked with a *Gmail* account. *Continue with phone number* will make the Quizizz account linked with the active phone number, email is not required in this option. *Continue with Email* requires the teacher to register their active email from any platform for example *Hotmail, Yahoo, Rocketmail, et cetera*. There are also four possible options to sign up by connecting Quizizz account to *Facebook, Windows, Apple, or Single Sign Option (SSO)*.



**Picture 2.4 Quizizz Dashboard**

After the account has been registered, the teacher needs to log in their account. The picture above is the main dashboard when the account logged in successfully. The next step is creating a class to facilitate the students as if they were in a real classroom. As the teacher, it is required to enter the name of the class to recognize the correct class.





**Picture 2.5 Class has been created**

The class is now ready to be participated by the students. Each student must enter the class by signing into their account on their phone or computer. They can join by the available class link or by entering the code.



## B. Review of Related Studies

In writing this research proposal, the researcher was inspired by three previous research as described below:

The first research is entitled “*The Utilization of The Quizizz Application to English Subject at SMKN 14, Jakarta Pusat*” by Rita Aryani, Farah Soraya Djamal Hasan, and Leroy Holman Siahaan from Universitas Panca Sakti Bekasi. In this research, the researcher observed the utilization of Quizizz Application to teach Maritime English. It is particularly in a multicultural and multilingual context to ensure seafarers’ work and safety in the shipping industry. It is part of a subset of English for Specific Purposes (ESP). They found that traditional face-to-face settings’ essential duties and functions are restored and not replaced by Zoom, Google Classroom, and Quizizz in online Maritime English learning. Classes, assignment sessions, and review sessions are the three activities used to offer it in synchronous, asynchronous, and hybrid forms, which are highly comparable to what we perform in a conventional face-to-face context. With an index of 83.4 percent (strongly agree) and believing that the online learning technique is the best learning method to be applied in this current pandemic condition, the survey results indicate that the usage of those three platforms is practical to be applied for Maritime English learning in the pandemic situation. The researchers used questionnaires, interviews, observations, and an examination of documents to gather the data. The vice-principal of facilities and infrastructure, the students, and the English teachers participated in this study. Moreover, they used descriptive methods in this qualitative methodology. The triangulation method was used to analyze the data. According to the findings, students are now more enthusiastic about utilizing Quizizz as a substitute for traditional exams in English classes.

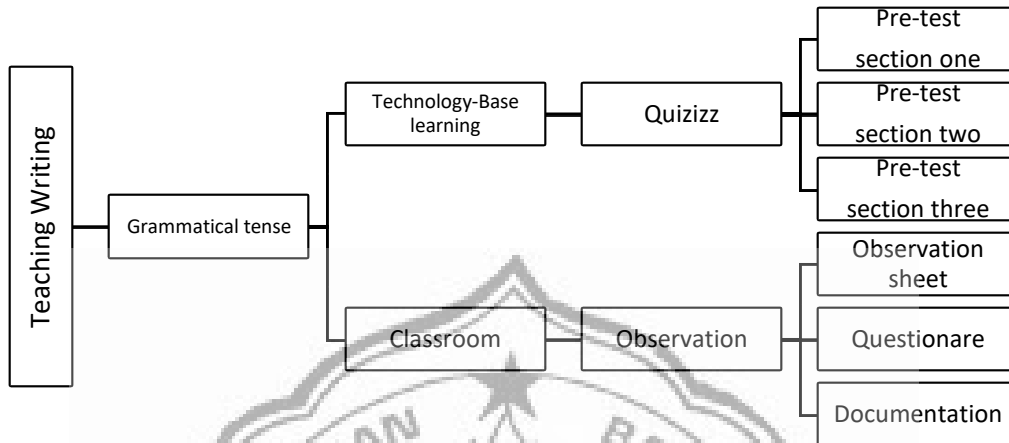
The second previous research was published in the Journal of English Language Teaching, volume 7, issue 1, June 2020, under “*Quizizz Website as An Online Assessment for English Teaching and Learning: Students’ Perspectives*” by Dinda Fairly Amalia. This paper intends to investigate how students feel about utilizing Quizizz, an online testing platform for English instruction, particularly formative testing. This study's research design is descriptive. A dynamic English lesson with 20 students is the focus of the investigation. By having students complete a questionnaire, data can be gathered. The researcher implemented the Likert scale in analyzing the data. The results of the study showed students’ positive views on using Quizizz. In short, the students firmly believe that Quizizz has an interesting and exciting display effect. Students will not cheat during the exam. Quizizz creates a competitive atmosphere in the classroom, and Quizizz is better than offline traditional exams.

The last previous research, “*Using Quizizz Application to Enhance Students’ Grammar Competence*,” was conducted by Dyah Supraba Lestari. This study intended to determine how utilizing the Quizizz program affected students’ grammar proficiency. Students from Universitas Muhammadiyah Tangerang’s third semester served as the subjects of this research. The Quizizz application was used to make interventions before, during, and following Zoom sessions. Pretests, Post-tests, Questionnaires, and Interviews were used to gather the data. The findings of this study would explain students’ perceptions of the use of Quizizz and demonstrate whether there had been gains in students’ grammar proficiency.

Based on the relevant studies above, those studies have both similarities and differences with this research. Those studies used a pretest, post-test, and questionnaire to gather the data. Moreover, they also used other platforms, such as Google Meet or Zoom, to conduct the research. While this study did not use those steps in collecting the data, but this research only focused on using the Quizizz application.

### C. Frame of work

The Conceptual of Framework underlying this research is given in the following a diagram:



**Table 2.1 Conceptual Framework**

As we know a research by researcher and teacher, grammar is one of the crucial parts of learning a language. It is the center of both spoken and written communications and allows us to be clearly understood by others. Moreover, the students of SMK Tunas Bangsa Tawang Sari had difficulty and boredom in learning grammar. The teacher only used a course book during and learning with last method of lecture-based learning, especially group discussion the teaching and learning process. On the other hand, there were no exciting activities during the teaching and learning process. Mostly, the activities during the teaching and learning process were done by explaining the material, and then the teacher gave grammar tasks than discussion with group for decided an answered. The monotone activity in teaching grammar might be one of the factors that caused the failure. Teachers must be creative and innovative in teaching the materials to attract students with technology-based learning. By providing teaching materials in good media, the students can stimulate curiosity, pay attention, and focus on the given material during the learning process. Thus, this research intended to analyze the implementation of Quizizz as a learning medium in teaching English Grammar to the SMK Tunas Bangsa Tawang Sari students.