

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language teaching has benefited greatly from the usage of the internet. Students' skills in reading, writing, speaking, and listening are to be improved as a whole. Language instructors can create fresh approaches to use the internet in the classroom in order to reap its full educational benefits (Bygate, 2001:51). The Indonesian government was enforcing several regulations that restricted the amount of individuals moving about in public areas as the Covid-19 Pandemic progressed. These regulations have interfered with how schools and universities typically operate. Since these restrictions have been in place for a long time, administrators of public and private educational institutions have developed alternate strategies for teachers and students to continue their teaching and learning outside of the classroom.

On March 24, 2020, the Indonesian Minister of Education and Culture (Mendikbud) released Surat Edaran No. 4 of 2020 describing the National Examination (UN) and the "Home Learning" method, which was carried out through online / distant learning. Given the learning resources available at home, "Home Learning" learning activities and tasks vary. In order to stop the corona virus from spreading, the government then implemented a study from home policy (sfh) that was aligned with a work from home policy (wfh).

During the Covid-19 pandemic era, the government implemented an emergency curriculum (kurikulum darurat) as a follow-up to remote learning. A condensed version of fundamental skills that conforms to the 2013 Curriculum is the emergency curriculum. For each subject, the basic abilities are reduced in this emergency curriculum, which instead emphasizes the prerequisite skills needed to move on to the next level of study. To help the emergency curriculum be implemented, learning and evaluation modules have also been produced (Anwar, 2020). The pandemic-related challenges faced by teachers, parents, and kids should be lessened with the use of the emergency curriculum. Teaching modules will be created for students, parents, and teachers at the high school and elementary levels to support the school from home process. Parents can easily complete the lesson plan included in this learning module on their own.

Additionally, online learning, sometimes known as e-learning, is the process of learning through an online system (Baihaqi, 2020). E-learning is instruction arranged via online communities. The teacher uses a variety of media, such as *LMS*, *YouTube*, *WhatsApp*, and/or a combination of many media, to apply the online learning paradigm. Each subject offers content in the format of videos or slideshows, along with assignments with due dates and a range of evaluation styles (Ahmed, 2019). Study from home was implemented by having the teacher send quizzes, readings, and assignments to the students' laptops or cellphones via a device. Following that, the students studied the topic and completed the teacher's assignments. Parents could pick up their

children's assignments at school or use an online tool to send back the outcomes of the assignment.

There are a number of elements that must be prepared in order to undertake online learning, including infrastructures, facilities, and human resources. The platforms or tools that will be applied need to match the learning environment and circumstances. Teachers of English can use messaging apps on smartphones and mobile phones. Quizziz is one of the applications. Quizziz is an educational gaming software that makes in-class learning more interesting and pleasant by incorporating multiplayer activities. On their mobile devices, students can complete the assignments using Quizziz. Unlike other learning applications, Quizziz has game-like components including characters, patterns, pop-up, and soundtracks that make learning enjoyable. Quizziz also makes it possible for interclass competition, which motivates pupils to learn. All of the students in the class take the test at the same time, and the leaderboard updates with the results in real time. Instructors can monitor the process and get the result after the quiz is over to evaluate students' performance. Teachers may boost student engagement and pique their curiosity by using this program in the English classroom (MacNamara & Murphy, 2017).

Several research (Chaiyo & Nurkhom, 2017; Göksün, & Gürsoy, 2019; Basuki & Hidayati, 2019) aimed to enhance students' learning, gamified quizzes have been published. The findings were consistent in that the use of gamification tools has greatly enhanced student learning and achievement. The

usefulness of using gamified quizzes as formative assessment was the topic of those investigations. These studies mainly examined the efficiency of using gamified quizzes for formative evaluation. In line with the studies mentioned above, this one examines the advantages of using Quizziz as a mobile technology on English class during the Covid-19 pandemic as well as its application to teaching vocabulary to senior high school students.

Quizziz is a necessary tool for students and teachers to use when teaching English vocabulary in the Covid-19 epidemic era. Additionally, SMAN Colomadu is subject to this application, which includes the English lesson. In the implementation, the teacher gives students resources to learn or homework to complete via Quizziz or Video.

Students who have a sufficient vocabulary can speak more persuasively and fluently. Due to the requirement that students be able to spell the words correctly and pronounce them correctly, learning a new vocabulary is not an easy task. Ur (1996:60) says that the pronunciation of a word and how it looks must be known by the students (its spelling). These are evident qualities, and when learners encounter the thing for the first time, they will either retain one or the other. Teachers must ensure that these additional parts are taught and presented appropriately to students. For the support of speaking, listening, writing, and reading abilities, vocabulary learning in English is crucial. Without language mastery, one will struggle to build interpersonal communication skills. Wilkins (1972:111) states that Nothing can be spoken without language and only a very little amount can be said without grammar.

Concerning the usage of the Quizziz application as a teaching medium for English at SMAN Colomadu, it seemed that the writer is eager to expose it. One public high school in Karanganyar is SMAN Colomadu. Online classes were offered by SMAN Colomadu during the pandemic. Online courses can link students to a variety of distant or geographically separated learning resources so they can still converse directly (synchronously) or indirectly (asynchronous). With the expectation that students would comprehend the information, assignments, assessments, and attendance supplied by the teacher well, online learning is conducted by making learning instruments as full as possible through online learning programs (google classroom). Quizziz is one of the online learning tools that the teacher uses.

Quizziz is a technique of teaching through interactive games with elements of competition, thus the researcher is interested in examining how it is used in SMAN Colomadu. This promotes direct communication between me and the students throughout class. Through the environment of interactive learning, the quiz questions excite students during the teaching and learning process. In order to perform the research, the researcher will be present in class XI-MIPA 2 and watch Mr. Marsono's lesson. Mr. Marsono was chosen as the focus of the researcher's study since he is the only English teacher at SMAN Colomadu who uses quizziz.

It appears that the researcher is curious to discuss the use of *Quizziz* in English instruction at SMAN Colomadu. As a result, the researcher opted to present the study with the following title: **“THE USE OF QUIZZIZ**

## **APPLICATION IN TEACHING VOCABULARY AT SENIOR HIGH SCHOOL AMID AND POST PANDEMIC ERA”.**

### **B. Problem Formulation**

In accordance with the research title, the researcher will pose the following research problem:

1. How did the teacher design teaching learning activities during the implementation of *Quizziz* Application in English class?
2. To what extent is the use of *Quizziz* Application compatible for teaching vocabulary at Senior High School amid and post pandemic era?
3. How were students' responses on the use of *Quizziz* Application for teaching vocabulary?

### **C. The Objectives of the Study**

The goals of this research are:

1. To illustrate the design of teaching learning activities during the implementation of *Quizziz* Application in English class.
2. To illustrate the use of *Quizziz* Application compatible for teaching vocabulary mastery at Senior High School amid and post pandemic era.
3. To illustrate students' responses on the use of *Quizziz* Application for teaching vocabulary.

## **D. Benefits of the Study**

### 1. For the researcher

After the study is complete, the researcher hopes to learn more about the application Quizziz's use in senior high school classrooms during and after the pandemic. It is envisaged that the researcher would have a better grasp of how to teach learning activities so that he may get ready to be more innovative when she teaches.

### 2. For the teachers

The research's results can be utilized to supplement existing knowledge regarding the usage of Quizziz in the teaching of English. The instructor can also improve their teaching by maximizing their strengths and minimizing their weaknesses by being aware of the study's findings.

### 3. For the school's stakeholder

The researcher provides description of how English was taught and learned via the Quizziz application during the Covid-19 and post-pandemic era. Additionally, it will help the school choose the best course of action for developing the teaching-learning process for teachers and students.