Chapter One

Introduction

This chapter contains important concepts. First, the study's background explains why the researcher is interested in discussing and conducting the topic at a private university in Yogyakarta. This chapter also highlights the research questions provided as the study's guidance. Furthermore, the study's objective outlines the specific purposes for the study. The research's significance of the study highlights the advantages of the study for particular groups of people. Finally, the organization of the chapters presents the description of each chapter.

Background of the Study

The advance of technology is now an interesting topic of discussion in the field of education. Different initiatives have been conducted to enhance the quality of education, including various teacher training and qualification improvements, the supply and upgrading of educational facilities and infrastructure, and the development of school and college management quality (Purba, 2020). In addition, technology is advancing quickly, particularly in the Industrial 4.0 era as it relates to ICT development which refers to how information and communication technology are transforming industry via a connection of intelligent devices and systems. As a result, teaching-learning process is significantly impacted by the use of technology in education (Dhamayanti, 2021).

Technological innovation is fast rising as a trend in the twenty-first century. Especially in the new normal era after the pandemic like nowadays, scientific advancements in the period of the fourth industrial revolution are supposed to provide a cure. The use of technology in the learning process to become more effective is also expanding as technology advances in science. The efficiency of mobile-assisted learning enables for educational impacts which include such as improving learning environment to be more engaging, enhancing, interactive and to become more observable (Hu & Hsu, 2021). This involves the ability of teachers and students to employ technology to assist the learning process.

Learning media are an important element in teaching-learning process. According to Dhamayanti (2021), the usage of relevant learning media can enhance educational activities and enhance students' interest in the study material. The use of learning media could enable the students maintain more information that the students learn. Besides, in learning activities, the problem-solving stage is one method of assessing the results of student learning. Evaluation is the last process in learning that aims to measure and determine learning outcomes and the extent to which students understand the concepts of the material being taught. Evaluation and technology are two critical components of schooling. Evaluation is the core of education, providing teachers with a wealth of information from their students, and technology aids in achieving the learning goal more effectively. So far, teachers have conducted assessments of learning outcomes or student learning outcomes using conventional

methods, namely paper-based tests (Abi, 2016, p. 39). Therefore, teachers can use the combination of technology and evaluation to obtain highly detailed information about students' tests in order to construct an effective teaching process (Pitoyo, Sumardi, & Asib, 2020).

Meanwhile, learning has benefited from technology advancements by deploying mobile applications to enhance learning activities. This method is known as Mobile-Assisted Language Learning (MALL). According to Priyanti, Santosa, and Dewi (2019), MALL is one of the techniques in utilizing technology that provides a new appearance for a language learning. Learning online, which does not meet in person, certainly has various challenges. The lack of students' attention is one of the difficulties. Likewise, online learning takes place over a very short period of time, ensuring the consistency of learning activities containing of the opening, core activities, and closing is neglected. Therefore, it is necessary to have media that can motivate students to stay focused in participating in learning and media that keep the integrity of learning activities there starting from the opening, core activities, and closing. The multimedia classroom technology offers a one-of-a-kind learning experience. It simplifies the process by utilizing numerous educational platforms and communication technologies. And it is increasing by the day and will continue to do so in the future. Using attractive media encourages high-quality in learning. It enhances learning by making it more inventive, effective, and entertaining. The goal

is to improve the learning experience by going beyond the chalkboard and textbook method. It aids in the integration of technology and education.

There are numerous online assessment tools that are available, namely *Kahoot!, Quizizz, Quizlet*, and many others. Zhao (2019) stated that these applications allow students to participate in interactive classroom activities on their mobile devices, enhancing their educational experiences. Quizizz is an attractive multiplayer game class activity software that allows students to participate in entertaining educational activities. Quizizz is an application that also allows students to assess their competence and improvement in their studies (Rahayu & Purnawarman, 2019). This mobile-based learning application can be done in a face-to-face mode in the classroom or can also be given as homework for students. This is considered very possible activity for the students because Quizizz is easily accessible via the web. Students only need to be given a link and game pin, after that students can complete it wherever they are. An educational game called Quizizz makes classroom learning more interactive and fun by bringing multiplayer activities to the classroom (Purba, 2020). Quizizz also motivates students to study by allowing them to compete among them. The quiz is taken in class at the same time, and students may see their progress on the leaderboard. Teachers may maintain track of the procedure and use the report to evaluate students' performance once the quiz is completed. When this application is utilized in the classroom, students' attention and engagement are enhanced.

According to previous studies, there are still obstacles for teachers to completely include Quizizz as a learning tool throughout the learning activity in English class. One of the obstacles is the students' self-confidence and motivation. In previous study's results (see Dhamayanti, 2021), one finding shows the level of weakness of EFL students' motivation towards Quizizz. The Quizizz might not provide the students' best performances if the students lack the confidence to manage it or they have low motivation and attitude in using it. It is important to ensure that using media learning is effective. In addition, more effective learning and using learning media can also increase students' motivation and interest in learning experiences when utilizing the Quizizz educational application to complete their assignments.

With the advancement of technology in the world of education, especially the use of Quizizz in teaching and learning process, it is important to ensure that the use of Quizizz can provide the students' best performance on the materials learned. Since the students' performance might be affected by the students' attitude, the researcher is interested in conducting a study on the students' attitudes towards using Quizizz as English learning media.

Identification of Problem

Based on the background above, the provision of facilities and mastery of digital technology requires all parties in learning can utilize them effectively. Apart from that, all distractions can easily occur when the learning activity involving

technology is carried out, especially during distance learning during the COVID-19 pandemic. In addition, learning activities have components that must be completed namely assignments. Based on the above mentioned, the researcher wants to find out how students' attitudes on learning experiences when utilizing the Quizizz educational application to complete their assignments.

The researcher also identified the following problems in the setting of this study related to the Quizizz as learning medium and the most dominant aspect of students' attitude. Firstly, students lack concentration in learning when there are no attractive points in the learning media applied. Usually, the traditional learning activity model where students only listen to the teacher's explanation will make students feel uninterested during the learning process. Therefore, alternative tools to engage the students during the learning process are needed. In addition, brief learning activities may reduce the process of reviewing material by completing evaluation.

Regarding the evaluation aspect, Quizizz with all its characteristics showed how it developed a relationship and disrupted the students' boredom and tiredness towards the fun in answering questions, which has rarely happened before when it relates to assessment time. Finally, it was discovered that Quizizz can be a solution to changing up the teaching strategy and assessment, as the traditional platform is too mainstream and monotonous for both teachers and students. Quizizz delivers entertaining features that make learning and assessment enjoyable for students. It also improves the digital literacy of both students and educators.

Delimitation of the Problem

Several factors can improve in the learning process; thus, the problem must be defined. This would be due to the researcher's limited time, skills, budget, and energy. Therefore, the researcher limited the problems so that the problems to be analyzed are only certain areas. The researcher focused only on the students' attitudes towards the use of Quizizz in learning activities and the most dominant aspect of students' attitude. The subjects of this study were limited to only the English Language Education Department students' batch 2022 at one of the private universities in Yogyakarta.

Research Questions

Based on the description of the background, problem identification, and problem delimitation provided, the problems are formulated as follows.

1. What is the students' attitude towards the use of Quizizz as a learning medium?

2. What is the dominant aspect of students' attitude towards the use of Quizizz as a learning medium?

Research Objectives

This study was carried out with the following specific goals, based on the formulation of the problems above. First, the researcher intended to measure the students' attitude towards using Quizizz in learning. In this stage, the researcher

analyzed the students' responses to the use of the Quizizz application whether it showed positive or negative attitude. The attitude of students towards using Quizizz are represented in their responses by liking or disliking the application. Moreover, the researcher also investigated the most dominant aspect of students' attitude among Affective, Behavioral, and Cognitive aspect towards the use of Quizizz as learning medium.

Significance of the Research

The aim of this research is to benefit several parties, including the teachers, students, and other researchers.

For the teachers. This research provides benefits for teachers in using Quizizz especially related to the students' attitudes. The existence of this research should assist teachers in understanding students' attitude and the most dominant as of aspect of students' attitude towards the use of Quizizz. Therefore, teachers can help students develop and maintain all aspects of their students' attitude towards using Quizizz so that Quizizz can be an effective learning medium. The teachers can also use this research to reflect on their own teaching strategy. Additionally, this research might serve as an evaluation for teachers for how to effectively teach and introduce Quizizz to students during the teaching and learning process.

For the students. The students are expected to know Quizizz more as one of learning medium in learning process. It is expected that the students will have

positive attitude and be interested towards Quizizz. It is hoped that students will consider Quizizz effective because through the features of Quizizz, students can be more interested in knowing the points they get, the rankings obtained shortly after working on one question, and the review question at the end of the question. They will have the knowledge that Quizizz could make learning more enjoyable.

For the other researchers. Through this research, other researchers will find information about students' attitude in using Quizizz to evaluate students' learning. It is expected that the information can be used as a reference for similar research. The findings of this research can be used by other researchers as a theoretical perspective for further research on the same subject, and they might even serve as recommendations for extensive review.

Organization of the Chapters

There are five chapters in this study. Chapter One describes the background of the study, the identification of problems in research, and the delimitation of research. The aims of the research are also explained in this chapter along with the questions formulated in this study. The significance of the research is also discussed in the next section highlights its advantages for a particular group of people. The research's outline, which presents an explanation of each chapter, is presented last.

Chapter Two includes the literature review. It examines the references linked to the subject and reviews of utilizing Quizizz to assess students' learning of English from various journals, articles, and review of previous research. This Chapter Two

presents the concepts of attitude (the definition, the type of attitude, and the aspects of attitude), Mobile Assisted Language Learning (MALL), definition of Quizizz, the features of Quizizz, and review of related studies. The conceptual framework will be explained in the final part.

Chapter Three is research methodology. It describes the research designs, research settings, research populations, and sampling. The methods for collecting data, research tools, and data collection procedures are covered in the following section of this chapter. In the data analysis section, the researcher explains how to examine the data. In this study, the researcher used descriptive quantitative design.

Chapter Four provides findings and discussion. The results of the data analysis are described including the discussion. The results describe the students' attitudes and the most dominant aspect of students' attitude towards using Quizizz to gauge students' learning.

Chapter Five presents conclusion and recommendation. The study's conclusion presents an overview of the research. The researcher's recommendations related to this study are provided for several parties such as for students, teachers, and the other researchers.