

CHAPTER I

INTRODUCTION

This chapter introduces the sub-sections which consist of the background of the study, problem identifications, scope of the problems, statement of the problems, research objectives, significance of the study, and thesis overview.

1.1 Background of the Study

Technology in education has become more and more common in the current digital era (Setiawan 2019, 138). In order to engage students and improve their learning experiences, gamification, the application of game principles and components in non-game contexts, has become a popular strategy (Figueroa-Flores 2016, 520). One such platform that has gained popularity among educators is *Quizizz*. *Quizizz* is an online gamification platform that allows teachers to design interactive quizzes with gamified components, such as points, leaderboards, and avatars. *Quizizz* can be incorporated into the Business English training class to allow the students to interact with the grammar exercises in a fun and competitive way (Lim & Yunus 2021, 6436), encouraging active motivations.

Language learning, especially in the context of a Business English training class, calls for a fun and engaging teaching style to achieve successful learning results (Tratnik et al. 2016, 38). The enthusiasm and drive needed for the students to actively participate in the learning processes are frequently lacking in the traditional grammar instruction techniques, such as attending lectures and doing exercises. In order to increase engagement and improve learning outcomes, gamification offers a possible option by utilizing game-based components including prizes, competitions, and quick feedback (Alsawaier 2018, 70). A teacher can

design interactive quizzes with the gamified elements like points, leaderboards, and avatars using *Quizizz*, an online learning platform.

Gamification offers a promising avenue for language instruction by utilizing the game-based elements to create interactive and stimulating learning experiences. In incorporating the features, such as rewards, competitions, and immediate feedback, gamified platforms can enhance students' engagements and motivations (Hamari et al. 2014, 3025). Gamification provides a dynamic and competitive learning environment that encourages participation of the students and fosters a sense of enjoyment and achievement (Lim & Yunus 2021, 6437). In integrating *Quizizz* into a Business English training class, the students can engage with the grammar exercises in an interactive manner, leading to improved skills.

The *Quizizz* gamification platform is a tool that aims to enhance the students' learning experiences by incorporating game elements into the educational process (Hamari et al. 2014, 3025). It provides educators and trainers with the ability to create and deliver interactive quizzes, which the students can participate in using their own devices. In order to determine the effectiveness of *Quizizz* in enhancing the students' grammar skills, researchers can conduct studies that compare the students' performances before and after using the platform. They can measure some improvements in areas, such as sentence structures, verb tenses, word usage, and punctuations. In addition, this understanding of the students' perceptions and attitudes towards the *Quizizz* platform is crucial. The students' engagements and motivations are key factors in effective learning. If the students perceive *Quizizz* as an enjoyable and beneficial tool, they are more likely to actively participate.

One area of interest is the platform's effectiveness in improving the students' grammar skills. Grammar is a fundamental aspect of language learning, and it plays a crucial role in effective communication (Lim & Yunus 2021, 6437). By using *Quizizz*, the teachers can design grammar-focused quizzes that engage the students in a fun and interactive manner. The platform can include various question formats, such as multiple-choice, fill in the blanks, or sentence correction exercises, allowing the students to practice and reinforce their grammar knowledge. Studies on the effectiveness of gamified platforms like *Quizizz* in improving grammar skills are quite limited (Segaran & Hashim, 2022; Munuyandi et al., 2021; Lim & Yunus, 2021). However, there are studies that explore the perceptions of gamification on language learning and students' engagements, which can provide insights into its potential benefits for grammar learning.

One study conducted by Hamari et al. (2014, 3025) examined the effects of gamification on students' engagements and learning outcomes. The findings indicated that gamified elements, such as points, leaderboards, and badges, positively influenced the students' motivations and engagements in the learning processes. Another study by Hwang and Wu (2012, 1253) investigated the effects of gamified quizzes on the students' learning achievements and motivations in an English as a Second Language (ESL) context. The results revealed that the students who participated in gamified quizzes showed significantly higher learning achievements and motivations compared to those who were engaged in traditional quizzes. While these studies do not specifically focus on *Quizizz*, they provide some evidence that gamification elements can enhance the students' engagements and motivations, which are important factors for effective grammar learning. *Quizizz's*

interactive nature and various question formats align with the principles of gamification, offering opportunities for the students to practice and reinforce their grammar skills in an engaging manner.

As a result, this study's main goal is to find out how the students view *Quizizz* and how it affects their grammar skills. Therefore, the efficiency of the platform in supporting language learning and enhancing the grammar skills can be better understood by examining the students' perceptions, attitudes, and feedback in an umbrella term of 'perception.'

1.2 Problem Identifications

1. The lack of students' involvements and motivations: In a Business English training class, the traditional grammatical education methods like lectures and exercises frequently fall short of inspiring the students' enthusiasm and drive. This lack of interest and drive might produce less than ideal results.
2. The limited effectiveness of the traditional teaching techniques: It is possible that the traditional techniques used to teach grammar do not help language learning or improve their grammar skills. In order to attain good learning outcomes in the context of a Business English training class, the study recognises the needs for a more engaging teaching style.
3. The uncertainty on how gamification will affect grammar proficiency: Although gamification has grown in popularity as a tactic to improve the students' engagements and learning results, it is still unclear how it will specifically affect the grammar skills in a Business English training class.
4. The lack of comprehension of the students' perceptions: The goal of the study is to investigate the students' perceptions of the *Quizizz*. This study

also seeks to shed light on the platform's efficacy in promoting language learning and skills by understanding the students' perceptions.

1.3 Scope of the Problem

The scope of the problem encompasses the students' perceptions of the *Quizizz* in a Business English training class at PT. XL Axiata Tbk. in Jakarta. The study focuses on examining the students' experiences, attitudes, and feedback regarding the effectiveness of the platform in enhancing language learning and improving their grammar skills. It seeks to explore the challenges associated with the traditional grammar instruction techniques and the potential of gamification to increase the students' engagements and motivations. The scope also includes assessing the specific components of *Quizizz*, such as points, leaderboards, and avatars, and their influence on students' active involvements and learning outcomes.

1.4 Statement of the Problem

The incorporation of gamification elements in language learning presents an engaging and interactive method aimed at achieving successful learning outcomes. The traditional grammar exercises in a conventional classroom setting often face challenges in sustaining the students' interests and motivations. Nevertheless, by integrating gamification into the curriculum, the students can interact with the grammar skills in an enjoyable way, stimulating active involvements and motivations. Therefore, the researcher poses four research questions:

1. What are the students' perceptions of the *Quizizz* towards their grammar skills in the Business English training class at PT. XL Axiata Tbk. in Jakarta?

2. What challenges do the students perceive in relation to the integration of gamification elements in the Business English training class environments?
3. How do the students compare the *Quizizz* with the other traditional methods of grammar instructions in terms of their effectiveness, enjoyment, and overall experience in the Business English training class?
4. What are the specific features or aspects of the *Quizizz* that the students find most beneficial for enhancing their grammar skills in the context of a Business English training class?

1.5 Research Objectives

The research aims to achieve the following objectives:

1. To explore the students' perceptions of the *Quizizz* towards their grammar skills in the Business English training class at PT XLAxiata Tbk. in Jakarta.
2. To identify the challenges associated with integrating the gamification elements in the Business English training class environments.
3. To find out how the students compare *Quizizz* with the other traditional methods of grammar instructions in terms of their effectiveness, enjoyment, and overall experience in the Business English training class.
4. To analyse the specific features or aspects of the *Quizizz* that the students find most beneficial for enhancing their grammar skills in the context of a Business English training class.

1.6 Significance of the Study

1. Theoretical Significance:

The theoretical significance covers two aspects. First, the study adds to the body of information already available on the gamification in

language learning, particularly in the context of Business English training classes. Second, this study advances knowledge of the roles played by the gamification components in enhancing grammar skills and contributes to the development of educational theories and methods.

2. Practical Significance

The practical significance covers two aspects. First, the findings of this study can be used by educators and trainers to determine how well *Quizizz* works to encourage an improvement in grammar skills. This information can be used to improve language learning techniques and curriculum layouts, which will ultimately result in better learning outcomes. Second, educators and trainers can be helped in establishing strategies to increase students' engagements and motivations by understanding the students' impressions of the *Quizizz*. Educators and trainers can create a more engaging and interactive learning environment by including gamified features.

1.7 Thesis Overview

Chapter I provides an overview of the research topic, specifically focusing on the students' perceptions of the *Quizizz* in enhancing grammar skills in a Business English training class at PT. XL Axiata Tbk. Jakarta. It states the research problems and objectives. It also describes the significance of the study and its potential contributions to the field of language learning and gamification.

Chapter II presents a comprehensive review of relevant literature on gamification in language learning and students' perceptions of gamified platforms. It examines previous studies on the effectiveness of gamified platforms in enhancing language learning outcomes. It also discusses the theoretical frameworks

and models related to gamification and students' engagements.

Chapter III describes the research design, including the selection of the Business English training class at PT. XL Axiata Tbk. in Jakarta as the study context. It outlines the sample selection process and the characteristics of the participants. It also details the data collection methods, such as interviews and observations, used to gather the students' perceptions towards the *Quizizz* platform. It then explains the data analysis techniques, including/using the qualitative approach. The research methodology involves coding, which is a systematic process of categorizing and analysing data to identify themes or patterns.

Chapter IV presents the findings from the data analysis. It reports and discusses the students' perceptions of the *Quizizz* in terms of its effectiveness, usability, and analyses the data to address each research question and identifies common themes and patterns in the students' responses. It also provides the illustrative quotes and examples from the participants to support the findings and compares the findings with the existing literature. It also discusses the limitations of the study and suggests directions for future research.

Chapter V summarizes the main findings of the study. It reflects on the implications of the findings for language learning and the use of gamification in grammar instructions. It offers recommendations for policymakers, educators and trainers based on the research outcomes. It concludes the thesis by emphasizing the significance of understanding the students' perceptions of the *Quizizz* platform in a Business English training class.