

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English is one of important language in the world because English is an International language that everyone in this world use to communicate each other. Putri, et al. (2018) stated that people can connect to the rest of the world using a language. People are unable to communicate with one another without language. Chinese, English, Arabic, and French are just a few of the numerous languages spoken around the world that are frequently used to build relations between countries. English is one of the languages that has a significant impact in the global era. More than 500 million people use English as one of their primary languages.

In this world, people have to communicate in English with another person from another country because English is a universal language that is understood by almost all people in this world. In Indonesia, English is a foreign language that learnt from elementary school. Many academic subjects are becoming more universal in their use of English, and many higher education institutions are implementing 'Englishization' of their curricula to achieve internationalization. English has evolved from being taught as a foreign language alongside other school courses to being an important educational language used for studying and teaching all academic subjects as a result of this change in medium of instruction. (Rose, et al., 2020).

In learning English, there are several skill that students must be mastered. Reading, speaking, writing, and listening skills are only a few of the factors that must be taken into account while teaching English. All of these abilities are

interconnected in some way (Nanda, et al., 2018). All those skills are important because in communicate people need to master the skill. The skill that used in communication is listening and speaking. Listening is one of the skills that should be mastered by students. To learn listening, students need a teacher to teach them. Teacher should make the students think that English is fun and easy. The key factor of how successful the implementation of curriculum is the teacher (Richard, 2001). The teacher have the important role in learning English, because of that the teacher need to make an inovation to make students comfortable in learning English especially in learning listening.

According to EF, the English proficiency index for Indonesia is low. Indonesia ranks 14 out of 24 in Asia and 80 out of 112 internationally, which indicates that it is still in an average region. Due to this, teachers must come up with a fresh idea to stimulate students' interest in studying English. In Indonesia, if the class is switching into English listening subject, the students need to prepare themselves to move to "*Language Lab*". To make the students feel comfortable in learning English, especially in listening class, teacher need to make an innovation. In this opportunity, teacher can use the technology that all students have, such as smartphone. With smartphone teacher can applied English learning application to make teaching and lerning activity simplier. With learning English through application, students do not need to move to the "*Language Lab*" when it is listening class.

The researcher chooses the Quizizz application to boost students' listening skills. According to Yana, et al. (2019) Using Quizizz is quite easy, the quizzes that have been compiled can be directly added to Quizizz application and can be set both

images, backgrounds and options of choice. Quizzes can be shared with codes to students. Quizizz application provides statistical data from students' quiz results that can be downloaded in the form of an Excel spreadsheet. The use of Quizizz is quite flexible because there is a time setting in the administration of the quiz. From the application, students can learn English listening with teachers' help. This application can make students enjoy learning English listening class without moving from the class to "*Language Lab*", this application can help the students to boost their listening ability. The researchers choose SMKN 1 Bandar Lampung, because the researcher wants to know the perception of the students in SMKN 1 Bandar Lampung. SMKN 1 Bandar Lampung is one of vocational school in Bandar Lampung that has DKV (Desain Komunikasi Visual) and PM (Pemasaran) major that the major is a have different background.

From the explanation above, the researcher is interested in doing research about "An Analysis of Quizizz to Boost Listening Skills of Eleventh Grade Students at SMKN 1 Bandar Lampung". After the analysis, the researcher can conclude the students' perception of "Quizizz application applied in the classroom to boost students' listening skills. The researcher will know how "Quizizz" application can be applied in the classroom. Moreover, the researcher can indicate students' obstacles to implementing Quizizz in listening classes and determine if students enjoy studying with "Quizizz".

1.2 Research Questions

Based on the background of the study, the writer identifies some question relating to the research. The research questions formulated as follows :

1. What are students' perceptions and attitude towards Quizizz in listening class at SMKN 1 Bandar Lampung?
2. What are the students' obstacles to the implementation of Quizizz in listening class in SMKN 1 Bandar Lampung?
3. Is there any improvement of students listening skills after being taught using Quizizz?

1.3 Research Objectives

In relation to the formulation of the problems, the objectives of this study are :

1. To find out the students' perceptions and attitude towards Quizizz in listening class at SMKN 1 Bandar Lampung.
2. To find out the students' obstacles to the implementation of Quizizz application in listening class at SMKN 1 Bandar Lampung.
3. To find out the students' listening skills improvement after being taught using Quizizz.

1.4 Uses of the Study

This research have two kind of uses of study. These are the theoretically and practical use of study.

1. Theoretically

This research will investigate the the students' perception of "Quizizz" to Boost Listening Skills and what is the obstacle of using Quizizz Application in listening

class. The researcher also will investigate if the students enjoy the listening class with Quizizz application.

2. Practically

This study will be practically beneficial for:

A. For Students

With Quizizz application, listening class can be applied in the class using smartphone. Students can learn English using Quizizz application to boost their listening skills in a fun but educating way with the apps.

B. For Teachers

The result of study can be applied by teacher in Listening class to boost students' listening skills in fun but educating way. Teacher can explore more about Quizizz application as teaching media in listening class.

C. For Future Researchers

The result of this study can be used by future researchers as a resource to explore the subject of using Quizizz application to boost students' listening skills in eleventh grade.

1.5 Scope of the Study

This study focuses on the "Quizizz" application to Boost Listening Skills. In brief, this research is to know the students' perception of using "Quizizz" application to boost listening skills in listening class. In this research study, the sample is vocational high school students in SMKN 1 Bandar Lampung, grade 11. This research used 63 participants from DKV (Desain Komunikasi Visual) and PM (Pemasaran) majors, with 29 female students and 34 male students. This study uses Classroom Action Research (CAR) as a method to find students'

improvement after being taught using Quizizz and to observe the students' obstacles to using Quizizz in listening class.