

CHAPTER TWO

LITERATURE REVIEW

2.1. Previous Studies

The researcher found many studies to make sure the the legitimacy of the study that the researcher do. The first study is “*EFL Students’ Perception and Motivation Toward Quizizz as E-Learning Media in English E-Classroom*” by Farah Ika Dhamayanti (2021). This study explores how Quizizz is perceived and used by English as a Foreign Language (EFL) students in online English classes. This study uses a descriptive statistics technique. the information gathered using a closed-ended questionnaire. The findings indicate that the majority of EFL students had favorable perceptions of and motivation for Quizizz. Quizizz can therefore aid in the learning process in an online English school. It suggests that Quizizz is a suitable e-learning tool that can be utilized in English virtual classes and that it can boost EFL students' enthusiasm during e-learning.

The second study is titled “*The Effectiveness of Quizizz When Working With Descriptive Adjectives*” by Paula Hurtadoi and Claudio Díaz (2021). The objective of this action research project is to determine how well one participant can develop their listening ability to identify descriptive adjectives by utilizing the Quizizz online platform. The results demonstrated that using the platform didn't help the participant become more adept at listening for descriptive adjectives. The participant also had a favorable impression of the Quizizz platform. For these reasons, using the Quizizz platform for educational purposes is advised.

The third study was about “*Merdeka Belajar in Pandemic: Using Quizizz Game Based Learning to Improve Students’ Vocabulary Mastery*” by Maria Dimitrij and

Deli Nirmala (2021). This study was an action research project. The result reveals that the students' vocabulary is developing. The mean score rises noticeably from 64 to 85 when the pre-test and post-test are compared. Along with their cognitive skills, learners' emotional traits also grow. This is as a result of their delight and memory ease. Quizizz is one of the learning tools that may increase students' enjoyment of studying English, particularly vocabulary, since they can memorize and pick up new vocabulary much more quickly.

The next title is "*Exploring Students' Views in the Use of Quizizz as an Assessment Tool in English as a Foreign Language (EFL) Class*" by Siti Zuhriyah and Bambang Widi Pratolo (2020). The purpose of this study was to investigate how students felt about using Quizizz as an assessment instrument in an English class. The findings showed that some of the students thought Quizizz was a fun tool, one that helped them feel more confident, one that motivated them more, and one that helped them read better. Furthermore, the utilization of Quizizz in the classroom received favorable feedback from the students. These results helped to clarify why teachers in Indonesia, in particular, have responded well to using the Quizizz application as an evaluation tool. Several discoveries were noted in the conclusion.

Therefore, Priyanti, Santosa, and Dewi (2019) covered a study about "*Effect of Quizizz Towards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context*". The purpose of the study was to look at how Quizizz affected the English studies of students in the eleventh grade. The outcome revealed the experimental group's scores (M=83.08, p=0.018) and the control group's scores (M=80.77, p=0.018). The experimental group's mean score

(83.08>80.77) was greater than the control group's, and the p value was 0.018 or less than 0.05. The small effect was confirmed by reading comprehension text results that were heavily weighted toward literal recognition elements. Finally, Quizizz had an impact on students' reading comprehension.

The sixth study is *“Implementation of Quizizz Media to Train German Listening Skill of Class X MAN 1 Malang City Students”* by Agung and Lilis (2020). This article presents the findings of a study that attempted to teach the German listening skills of class X MAN 1 students in Malang City using Quizizz media, as well as their reactions to the use of this media. According to the study's findings, class X MAN 1 students in Malang were successfully trained in German listening skills through the use of Quizizz media. Quizizz is also a popular medium for use in German classes, according to pupils, because it offers intriguing features and visual and auditory appearances.

The last title is *“Enhancing Students' Listening Skill Through Quizizz Audio Feature In Online Learning At Jiarawanon-Utis 4 School”* by Annisatul and Ulfatul (2022). In order to improve their listening abilities, second graders at Jiarawanon-Utis 4 School in Loei Province, Thailand, used the Quizizz Audio Feature. In this study, eight students from the first semester of the academic year 2021–2022 participated. The outcome revealed that the students' listening abilities had improved. It is demonstrated by the average of both cycles' results. The improvement is 19,43% since the average was 70,81% in the first cycle and 90,24% in the second cycle. As indicated by their replies to the survey, the results of the surveys also showed that students provided good feedback regarding the usage of the Quizizz Audio Feature to improve their listening abilities.

Comparing to the previous study there are similarities with this current study, the study is investigate the use of Quizizz application in English class and wanting to know the students' perception about Quizizz. In the previous study is finding the value of Quizizz application with the research. Meanwhile, the researcher wants to know how about the students' perception about Quizizz application to boost their listening class. From the previous study, the researcher know if the application can be used in listening class and students' also enjoy using Quizizz application as a learning media. In this research, the researcher will find the students' perception of using Quizizz application to boost students' listening skills.

2.2. Theoretical Framework

2.2.1. Concept of Listening

According to Flowerdew and Miller (2005), listening is a skill that deserves equal treatment with the others, both in the classroom and in the preparation of language teachers. With the unrelenting trend toward globalization, which manifests itself in greater international trade, travel, education, Internet use, cheap international telephone calls, and mass entertainment, English has become a world language. The need to be able to understand English is increasing by the day. There is a growing need, therefore, for international citizens to be able to understand not just standard British or American spoken English, but other varieties spoken around the world.

Listening is one of the important skills in learning English. According to Helgesen in Nunan (2003), listening is an active process of not only what people hear but also how people connect it to other information they have already known. It is

ability to understand what people say include understanding about accent, grammatical, pronunciation, and also finding his meaning. There are many various of listening media such as movie, music, cartoon, etc. Listening is not the same as hearing, in listening you need to pay attention with your interlocutors. Listening is a skill that people used in communication when people catching what the speakers says and getting the speakers idea. In listening, it is consist of speaker, listener, and sound. Meanwhile hearing is a passive activity, listening is determining the meaning of words.

2.2.2. Concept of Teaching

Teaching and learning is an activity that can't be separated. In learning process students need teacher to teach them and also in teaching, teacher need students that learning. The concept of teaching has been explored by many researchers, each offering valuable insights into effective teaching practices. According to Shulman (1987), good teaching involves knowing the subject well, understanding how to teach it, and knowing the best ways to organize and present the material. This combined knowledge helps teachers explain things clearly to their students. Vygotsky (1978) emphasized the importance of social interaction in learning, suggesting that teaching should encourage group work and support students as they learn new things. Teachers play a crucial role in guiding students and helping them understand difficult concepts. Hattie (2009) found that clear learning goals, timely feedback, and a positive classroom environment significantly improve student learning. These ideas suggest that effective teaching involves a mix of strong subject knowledge, understanding how students learn, and creating an engaging and supportive classroom environment.

2.2.3. Teaching Media

Teaching media are the tools and materials teachers use to help students learn. According to Mayer (2009), using multimedia, like combining text, images, audio, and video, helps students understand and remember information better. This is because it engages multiple senses at once. Mayer explains that students learn more effectively when they can see and hear information together. In listening learning process students need medium or technology to deliver the information. Teachers need a medium to support the activity of teaching and learning. In learning skills students need something to support it. The source of learning skill is a medium or technology that can deliver the sound to the learners.

2.2.4. Quizizz as Teaching Media

Quizizz is a game-based educational app that provides courses with multiplayer activities to make classes more engaging and enjoyable (Zhao, 2019). According to Quizizz help center, the learning platform Quizizz provides a variety of tools to make a classroom enjoyable, dynamic, and engaging. User may plan classes, carry out formative evaluations, give homework, and communicate with the students (for all grade levels) in an engaging manner. With Quizizz application, a teacher can adjust and create a lesson and assignment according to students' ability to boost students' skills.

Exciting features of Quizizz are:

- 1) Student pace: questions appear on each student's screen so that students can answer questions at each student's pace and pace, and students can review their answers at the end.

- 2) Millions of Public Quiz: Great teachers worldwide create millions of great questions daily on Quizizz.
- 3) Quiz Customization: Teachers can customize their quizzes by changing the difficulty level, speed limit, and other factors.
- 4) Print the quiz in pdf format: Teacher can print the work sheet or download it in pdf format from Quizizz

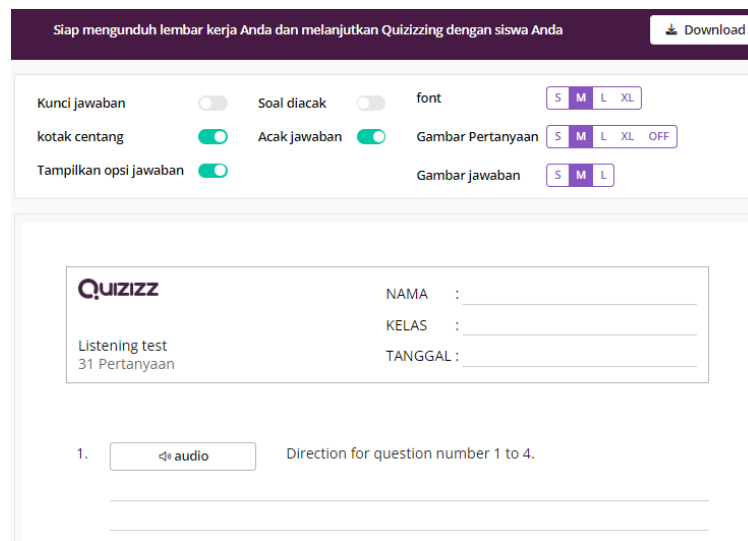


Figure 1 Print the quiz in pdf format

- 5) Import from Excel (datasheet)

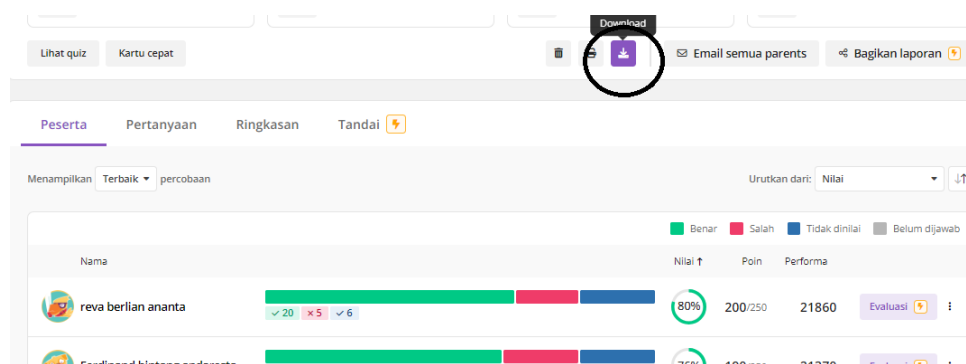


Figure 2 Import from Excel

6) Features of five types of questions:

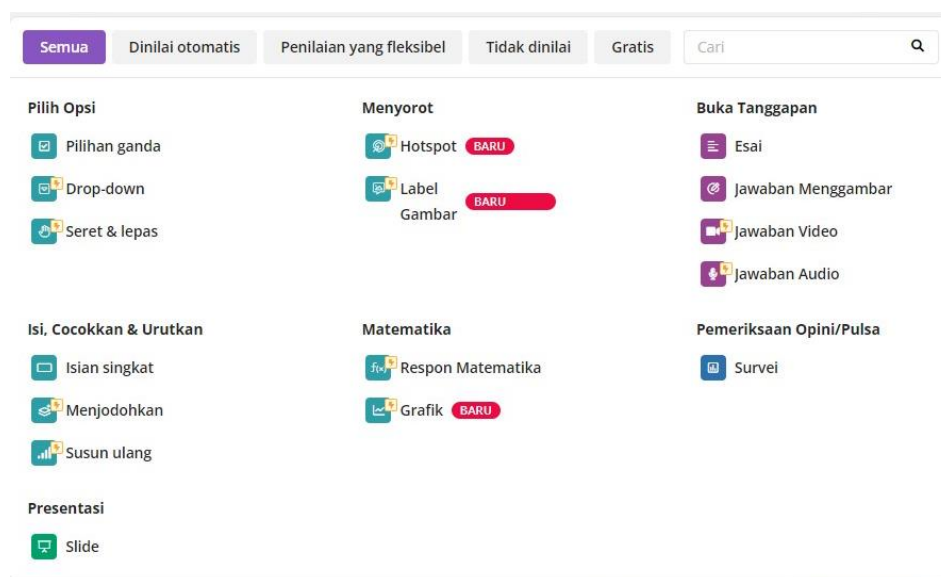


Figure 3 Features in Question

- a) Multiple Choice (Multiple Choice): when several choices are available, but students only need to choose one correct answer.
 - b) Checkbox: when more than one option (from the given options) must be selected to get the correct answer.
 - c) Fill in the blanks (Fill-in-the-blank): Students must manually enter answers in the space provided. The character limit for this type is 160 characters. A message appears when the answer exceeds 120 characters.
 - d) Election or Survey (Poll): the poll needs a correct answer. Users can choose whether to allow students to select only one or multiple options.
 - e) Open-Ended or Essay (Open-Ended): a longer answer that not scored. The character limit for open-ended is 1000 characters. A message appears when the answer is >800 characters.
- 7) Teleport Feature: this is a unique feature in Quizizz. Through this feature, the teacher can take questions other teachers have asked. The difference from the

edit public quiz feature is that editing a public quiz means you duplicate the entire contents of the quiz. Through the teleportation feature, the teacher can take many questions. Besides that, the teleportation feature also allows teachers to take many questions from many quizzes.

8) Lessons on Quizizz feature (interactive presentation): This feature is only available for premium accounts and not yet for teachers. The advantage of this feature is that we can insert images, videos, text, audio, and even videos from YouTube using only links. Presentation features can also be shown on the student or presenter screen only.

9) Features for Creating Classes or Integrated with Google Classroom and other learning applications (Edmodo, Shoology, and others). Assignments appear instantly in students' Quizizz and GC accounts. Grades are automatically linked in GC, and only students in GC classes can work on games.



Figure 4 Features for Creating Classes

- 10) The feature explores questions so they can use offline. These questions can be saved, printed, or even converted to words for students.

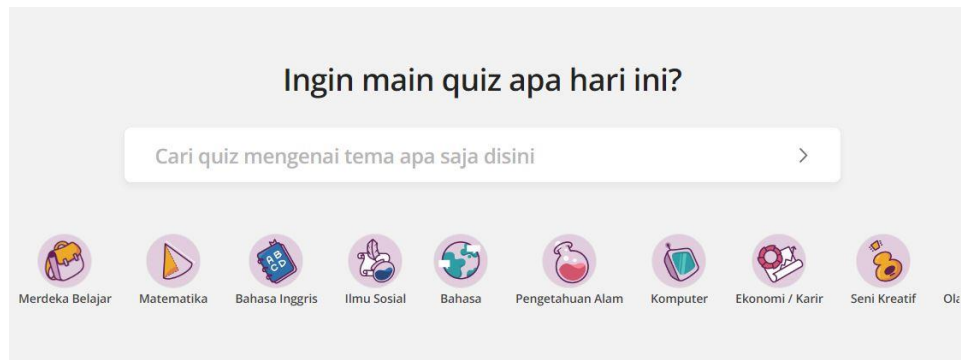


Figure 5 The feature explores questions

- 11) Insert images and audio features: audio features can make questions more interesting and interactive.

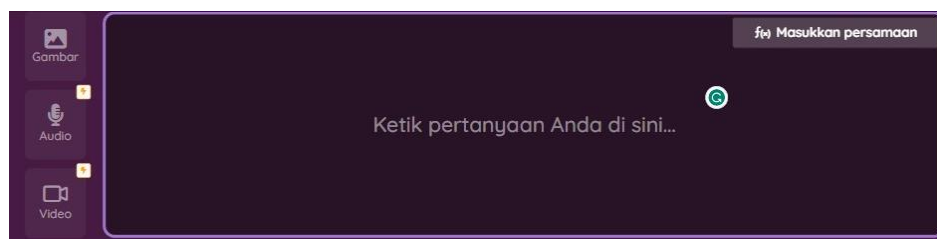


Figure 6 Insert images and audio features

Quizizz facilitates quizzes or exams into self-paced and gamification-based games. Completely free, with 60+ million global users, 11 million Indonesians, and millions of questions available, all free, easy, and interactive question-making features, complete reporting features, available in Indonesian, integrated with Google Classroom and other learning applications. Starting 26/10/20, Quizizz is officially included in the Indonesian Ministry of Education and Culture study quota list. Teachers and students can access Quizizz for free without quota fees.

2.2.5. Advantages and Disadvantages of Quizizz

Like any other application as media in learning, Quizizz also have advantage and disadvantages. According to Junior (2020), here the advantage of Quizizz application:

1. Since the quiz may be accessible via a cell phone or tablet, there is the potential to use only mobile devices in the classroom without the need for a data projector or computer.



Figure 7 Quizizz in Mobile application

2. It is a multiplatform system that can be used on computers, laptops, and mobile devices (cell phones and tablets).
3. It is available in both operational systems, iOS or Android.
4. Students can access the quiz on their own devices and share it with a team, enabling both solitary and group study.
5. The quiz can be used without downloading any software. Students can access the quiz by visiting joinmyquiz.com and entering the code issued by the teacher.

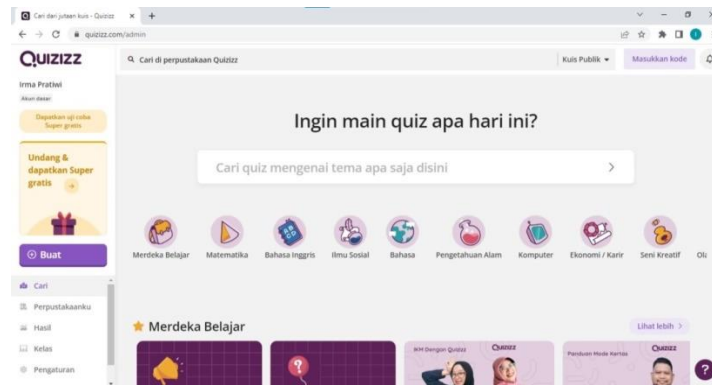


Figure 8 Quizizz in website platform

6. It is possible to create tests that ask students to complete homework assignments and set a due date and time.

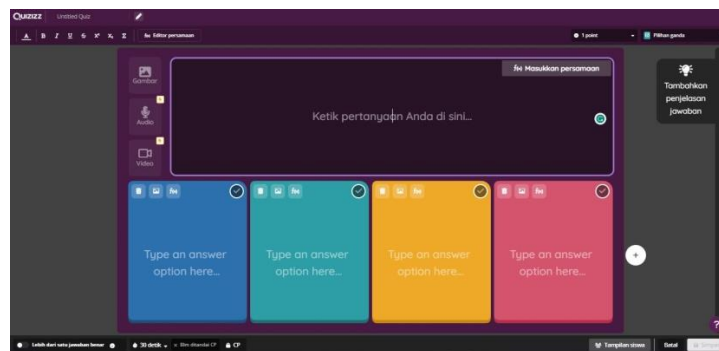


Figure 9 Create tests

7. Quizizz is designed like a game and frequently uses gamified elements like music, rankings, a scoreboard, avatar time, etc. These factors stimulate the intellect and encourage people to stay active in order to succeed.

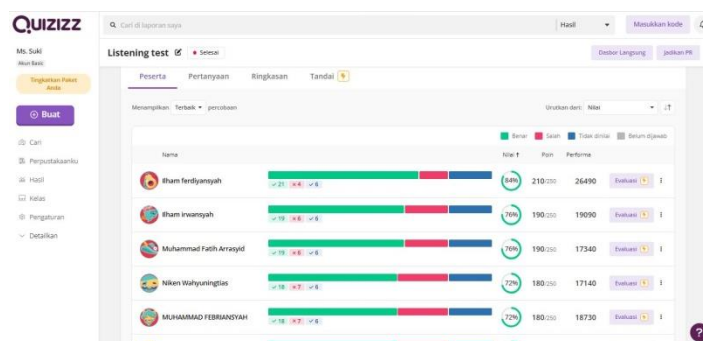


Figure 10 ranking and scoreboard

8. It enables the construction of both short and long questions, with answer times ranging from 10 to 15 minutes.
9. It enables the development of both open (available to everyone) and closed quizzes (only accessible to those who have a code).
10. It supports the use of mathematics and symbols as well as the addition of pictures or videos pertinent to the queries.
11. From a variety of open-access quizzes in the database, it enables searching for ready-to-use quizzes and ready-made questions.
12. It uses an Excel spreadsheet to analyze the performance of each student or of the entire class. It also imports student grades into a physical or digital diary.

There are also disadvantages in Quizizz application, the disadvantage is also from Junior (2020). The disadvantages are:

1. Another issue for teachers who do not know English is that the platform is only available in English.
2. Since the platform may only be used online, an internet connection is required to create and answer quizzes.
3. Only one response can be registered as the right one for each quiz question.

From the advantages and disadvantages above, the researcher can conclude that Quizizz application is a perfect platform to be used in English class. However, students also need an internet connection to run the application. In this point, the researcher wants to know about students' perception about Quizizz application in Listening class.

2.2.6. Concept of Students' Perception and Attitude

People in this world have their own perception on anything in this world. But, what exactly perception is?. According to Efron (1969), perception is man is fundamental method of cognitive engagement with the world around him. The study of perception has always had a special significance for philosophy and science because all conceptual knowledge is founded upon or derives from this fundamental type of consciousness. Because the precise nature of perception has never been well defined or conceptualized, researchers who attempt to study cognitive function disorders frequently are unsure if a cognitive disturbance is caused by a flaw in a sensory, perceptual, or conceptual process. In this research, the researcher want to know students' perception by adapting the statements from the previous study.

Dr. Carol Dweck, a well-known psychologist at Stanford University, has researched how our perspectives, especially our mindsets, affect our attitudes and behaviors. She explains, "The way we see things shapes how we deal with challenges and setbacks, which influences our attitudes towards learning and growth" (Dweck, 2006). This idea is supported by Albert Bandura's Social Cognitive Theory, which says that our perspectives affect our beliefs about what we can achieve and, in turn, our attitudes and actions (Bandura, 1986). Additionally, Leon Festinger's Cognitive Dissonance Theory shows that when there is a conflict between our perspectives and attitudes, we often change our attitudes to reduce the discomfort (Festinger, 1957). Together, these theories demonstrate that our perspectives shape our attitudes, proving they are closely connected.

According to Pham (2022), the association between students' attitudes and satisfaction is significant in order to determine what type of attitude has a big effect on their perceived satisfaction when Quizizz is used in language classrooms. The statements is consist of three components of attitude, the components are affective, behavioral, and also cognitive.

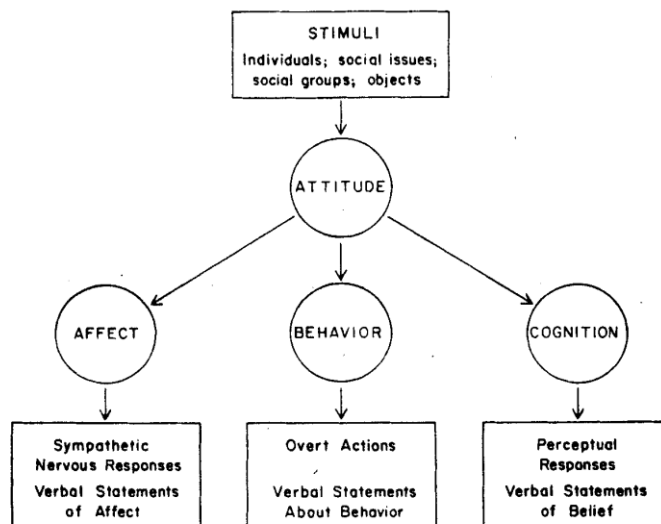


Figure 11 Attitude

1. Affective component

The affective component is the emotional reaction to an attitude object (liking/disliking). The majority of the research emphasizes the role of dynamic components. An individual's attitude toward an object cannot be defined strictly by defining its views about it, because emotion simultaneously interacts with the cognitive process concerning an attitude object. According to Agarwal and Malhotra (2005), the affect (feelings and emotions) and attitude (evaluative judgment based on brand beliefs) research streams have been combined to present an integrated model of attitudes and choice.

2. Behavioral component

The behavioral component is a verbal or overt (nonverbal) behavioral inclination of an individual that comprises of actions or observable responses as a result of an attitude object (Wicker 1969). It refers to a person's (favorable/unfavorable) reaction to doing something about an attitude object. Attitude reactions are often consistent. That is, a succession of responses to a given attitudinal stimulus will almost certainly exhibit some degree of organizational structure or predictability (Defleur & Westie 1963).

3. Cognitive component

The cognitive component is an evaluation of the entity that forms a person's opinion (belief/disbelief) about the thing. Cognitive refers to an individual's thoughts and views regarding an attitude object. According to Fishbein and Ajzen (1975), theta belief is knowledge a person knows about an item; information that directly connects an object and an attribute. The storage area of the cognitive component is where an individual organizes information.

From the explanation above, the researcher will collect the data of students' attitude in a form of questionnaire. Not only that, the researcher also search about students' perception and motivation towards learning English listening using Quizizz application.