

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Students' perceptions are instrumental in the success of teaching because students are at the center of the learning process and are also unique in the learning process and thus contribute to their views on teaching. After all, they experience it more than anyone else in the education system. Even though students receive exactly the same instructions from the same teacher, each student will interpret them differently. In other words, they will take different things away from the lesson.

Derived from the Latin word *perceptio* which refers to the organization, identification, and interpretation of sensory information to represent and understand the environment. It is the process by which individuals select, organize, store, and interpret information gathered from their senses. Slamento (2015) describes perception as a process that involves the input of messages or information into the human brain, through human perception of sustainable relationships with the environment. The relationship is carried out through the senses, namely the senses of sight, hearing, touch, taste, and smell.

Perception does not arise by itself, but through a process and many factors that influence a person's perception, this is why everyone has a different interpretation even though they see or face the same thing. According to Robbins and Judge (2017) there are three factors that influence perception. The first is the

perceiver. When seeing something and trying to give an interpretation, an individual will be influenced by his characteristics such as beliefs, attitudes, motives, interests, experiences, cognitive structures, expectations, and cultural upbringing.

The second factor is the perceived object or target. It can be a person, object, or event. This affects a person's perception. The target of perception is not seen in theory but in other people involved. This causes a person to tend to group similar people, objects, or events and separate them from other groups that are not similar. The greater the similarity, the more likely we tend to perceive them as a group, and vice versa. This domain can include novelty, motion, sound, size, background, proximity, and similarity.

The third is the context of the situation in which the perception is made. Elements in the surrounding environment affect our perception. Perception must be considered contextually, meaning that the situation in which the perception arises must receive attention. The situation is a factor that plays a role in the process of forming a person's perception. The situation includes time, work setting, and social setting.

From the explanation above, student perception is significant in the learning process. One of the goals of teaching and learning English at school is for students to communicate in English both orally and in writing. To achieve this, four language skills must be taught, listening, speaking, reading, and writing. Listening and reading are passive or receptive skills while speaking and writing are active or

productive (Harmer, 2015). All skills are important. However, one of the language skills that encourage students to be more productive and creative is writing.

Writing is not just writing something down on a blank piece of paper, it is more complex yet more thorough. Writing is a combination of process and product. In addition, in writing, a writer needs to express ideas, experiences, thoughts, and feelings must be supported by adequate language components such as grammar, vocabulary, and spelling (Harmer, 2015).

Descriptive text is one of the texts taught in schools in Indonesia. According to Hartono (2005) descriptive text is a text that describes a particular place, person, or thing. The purpose of descriptive text is to tell about a subject by describing its characteristics without including personal opinions. In writing descriptive text, students must provide details about the object so that it can affect emotions and cause the reader's imagination they see, hear, or feel what is conveyed. However, most students stated that it was difficult to start writing. Students find it difficult to start writing because they don't know what to write. They also have difficulty in organizing ideas and sentences in writing. In addition to difficulties in writing itself, problems in writing also arise due to students' reluctance to write. Harmer (2006) states that students are reluctant to write because they rarely write, even in their language. Lack of writing practice makes students have poor writing skills.

According to Gilakjani and Sabouri (2016) practicing digital technology is believed to be effective in attracting students' interest so that they can focus more on the teaching and learning process in the classroom. Chang and Lehman (2002)

state that students will get many benefits when learning using technology. So, teachers must be creative in preparing and creating fun learning, such as using many applications on cell phones or laptop. Heinich et al. (2008) says that the media functions as an intermediary or carrier of communication from the sender to the intended recipient. So that learning materials are more quickly accepted and students are motivated to learn further.

Based on preliminary data collected through short interviews conducted with English teachers at SMP Negeri 1 Tigalingga, teachers choose to create fun English learning in the classroom by using creative learning media. Learning media has a variety of creations and advances, one of which is Quizizz. Quizizz is an online quiz application that is widely used to help students hone their writing skills. Purba (2019) states that Quizizz is a game-based educational application that brings multiplayer activities into the classroom and makes the learning process more fun and interactive. Therefore, teachers choose this application to encourage their students to learn English, especially in writing descriptive texts. However, the data obtained from the results of using Quizizz applied by teachers in learning, students still have the same low score as learning that does not use Quizizz, which is the same as not reaching the target value of the minimum completeness criteria of 65.

**Table 1. Student Achievement Score**

<b>Minimum Completeness Criteria Score</b>	<b>Total number of students before using Quizizz</b>	<b>Students' scores before using Quizizz</b>	<b>Total number of students after using Quizizz</b>	<b>Students' scores after using Quizizz</b>
65	20	52	16	50
65	5	55	9	57
65	2	68	2	65

Based on the above background, the researcher is interested in analyzing students' perceptions of the use of Quizizz in teaching descriptive text writing. Therefore, this research will be conducted under the title "Students Perception on the Use of Quizizz in Learning Descriptive Text".

### **1.2 The Problem of the Study**

Based on the above background, the researcher formulated research questions: "What are students' perceptions on the use of Quizizz in learning writing descriptive text?"

### **1.3 The Objective of the Study**

Based on the research questions above, this study aims to determine students' perceptions on the use of Quizizz in learning to write descriptive text.

### **1.4 The Scope of the Study**

In connection with the problems formulated above, the researcher limits the scope of this study. Researchers only focus on analyzing students' perceptions on the use of Quizizz in learning to write descriptive text.

### **1.5 The Significances of the Study**

The significance of this research is expected to provide benefits both theoretically and practically:

**a. Theoretical Significance**

The results of this study are expected to be used as input in the English language learning process through Quizizz media so that it is not boring or monotonous.

**b. Practical Significance****• For the Students**

By using Quizizz as a learning media for writing descriptive text, it is hoped that students' writing skills can be improved so that students can obtain learning materials accurately.

**• For the teachers**

It is useful for English teachers to improve learning media so that students can understand the material better and can be used as media in learning descriptive text in the learning process, especially in learning to write.

**• For other researchers**

The results of students' perceptions in this study are expected to inspire other researchers to conduct other research on the application of Quizizz in English language learning with other specifications or other genres.