CHAPTER I

INTRODUCTION

In this chapter, the researcher presents six points related to the study in this chapter; background of the study, formulation of research question, objective of the study, significance of the study, scope and limitation of the study, and key terms definition.

A. Background of the Research

Changes in the digital revolution at this time are rapid. The use of technology at this time has changed all aspects of human life. Not only changing, the existence of technology is said to be able to help people's daily work. In the 21st century, the world of education cannot be separated from the digital revolution. The use of computer-based tests, learning using computer media, even online learning can also be carried out by teachers and students even though they are not physically in the same place. This also has an impact the success of a lesson that has been designed.

The education sector faced new challenges and had to be transformed according to needs and preferences in order to succeed in the 21st century (Prensky, 2001). This shows that the learning design in the 21st century and the previous century, where in the 21st century there has been a digital revolution, so that the curriculum, learning designs, strategies, and methods used in learning are different from conventional learning. The approach in which learning is designed according to the needs of students, increased success in education (Demirtaş and Kahveci,

2010). To meet the needs of students during learning, as well as to achieve the learning objectives of a learning design, it is necessary to introduce a new method that introduces them to the use of digitalization in the learning process.

As a result of the digital revolution, students' lack of learning motivation and students' lack of participation in the learning environment became a fundamental problem of modern education (Kumar & Khurana, 2012). One indicator of the success of the learning process is the existence of student motivation to learn and active involvement of students in the learning environment. The way to generate motivation and active involvement of students is to create variations or new methods in the learning process. One of them is using a platform or application that is integrated with lessons in the school. There is also a way to include gamification in the learning process at one time, so that students will feel interested and continue to be motivated to learn.

One of the important things in education that supports the success of the teaching and learning process is assessment. This is recognized as a source of data that will be used to make anticipation. That is the teacher will be able to reflect the teaching process including the student learning process to achieve learning objectives. Assessment emerged in educational issues in the 20th century. There is a wide range of literature discussing assessment and there are many experts who are interested in this case. They are agreeing that assessment is an integral part of the education

system because it is the most important part of education to ensure effective learning (Bransford et.al, 2000).

Assessment has an important impact and an important role in the learning process, which aims to inform and promote continuous learning. Assessment is an essential part that cannot be separated from any teaching and learning process or activity. Its purpose is not only to inform daily teaching decisions and help diagnose students' strengths and weaknesses in relation to classroom teaching, but also to provide specific feedback to students to support learning. Feedback is an important part of the evaluation process. Formative assessment, one of assessment methods, focuses on the active use of feedback (Delacruz, 2011).

To shape teacher teaching practices that are adapted to student learning styles, assessment also plays a role in providing direct feedback to teachers. In addition, teachers must also use different models of tests, examinations, and evaluations which are important tools, which are used as a measure of the learning process as well as assessment and determination of student achievement and grades.

Theories regarding the basic principles of assessment include proper assessment functioning in the reinforcement and retention of information. Areas of strength requiring treatment can be identified through the study. Assessment can provide a sense of continuous access to curriculum elements. In addition, assessment can also increase student autonomy by encouraging students to self-access their own progress,

encouraging students to set goals, and evaluating teaching effectiveness. (Brown, 2004).

Evaluation of learning as an effort to increase the learning ability of students becomes a general description of the quality of education. Many learning assessment techniques can e used to measure the quality of education during the learning process. (Rukajat A, 2018). Students' cognitive, affective and psychomotor skills can be assessed manually or online. (Manurung S, 2017).

Assessment tools have many weaknesses when assessed manually. The disadvantage is that it takes a lot of time and money to make the instrument, the selection of test questions is quite difficult for the question bank, the scoring process is quite difficult with printing tools, so it is usually labor intensive, processing the score, and give feedback. It is also psychologically difficult for respondents, and manual scoring often creates test anxiety. (Supriyadi E, 2017). The aforementioned conditions were immediately taken into account. Computer-based or web-based assessments should provide quick and accurate assessment results. Computer programs have practical applications that can be used and developed for educational purposes. (Ardiyaningrum M, & Retnowati, 2019).

Online assessments are generally well received by both parents and students (Liu J, & Liu M, 2019). In the development of science nd technology that focuses on the industrial revolution 4.0, many online learning evaluation media have been developed and tested by researchers.

According to James (2010), there are mainly two types of assessments in the teaching and learning process, summative and formative. Vagholkar (2019) states that summative assessment is done at the end of a lesson program. According to Qu and Zhang (2013), the purpose of summative assessment is to evaluate students at the end of learning. Student performance is compared against several standards or benchmarks. Qu and Zhang (2013) highlight several examples of summative assessments such as term papers, midterms and theses. Therefore, a summative assessment is designed to summarize student achievement and provide a final report of the curriculum.

Bennet (2011) defines formative assessment as a mid-curriculum test that aims to identify students' learning abilities. It is also a teaching and learning process that provides feedback to both students and teachers. In addition, Loyd and Koenig (2008) state that the purpose of formative assessment is to monitor student learning and provide continuous feedback that teachers can use. The goal is to raise the quality of teachers. At the same time, students can improve their learning. Formative feedback should be well designed to increase students' understanding of the subject being studied. Göksün, D. O., & Gürsoy, G. (2019) states that several free applications can be used for formative assessment: Edmodo (LMS, tests, surveys and indicators); Sokrativo (exams, polls, gameplay, indicators); Kahoot (gaming quizzes, surveys and indicators); Quizizz (quizzes and word games, cultural games, etc); Google Forms and Flubaroo (tests and

indicators); Paddle; Mentimeter; Edpuzzle (the video quiz could be integrated into Edmodo).

E-learning is still rarely appreciated by most teachers. Although there are many online assessment tools, they only require proper infrastructure. One easy-to-use assessment tool is the Quizizz application. Bury (2017) states that Quizizz is an online assessment tool that is easy for students to use and is free, so it is very useful for teachers to assess student knowledge. Quizizz is an interactive online media game that helps students monitor their knowledge and learning progress. In Quizizz, questions are randomly assigned to each student. This can reduce student cheating.

Quizizz's interesting features can increase students' motivation to answer questions. This application is free to use on devices such as computers, smartphones or tablets. (Amorchewin, 2018) argues that quizizz, an online assessment environtment, can minimize weaknesses that occur when assessment is traditionally considered more efficient. Students test their pace in the interactive game quizizz. Students benefit from each student's on-screen speed, so they can answer questions at their own pace and check their answer at the end. Teachers also get detailed class and student views of each quiz and can download reports as an Excel spreadsheet (Lestari, 2019).

Quizizz interactive quiz is one of the learning assessment tools used by many teachers and researchers. Quizizz is an educational application that allows students to participate in fun multiplayer activities

(Zhao F, 2019). Different types of media studies and research are based on different inputs that can contribute to education (Purba LSL, 2019). Evaluating research results in ancient studies with quizizz helps increase students' concentration.

Researcher found several previous studies related to quizizz. Most of the previous research as focused on the same topic as this study, on using the quizizz application as an assessment tool, but the specific focus is different. Zhao F (2019) focuses on the effect of frequency on student feedback and evaluation of instructor teaching through quizizz in accounting class. Zuhriyah, S (2020) focuses on exploring students' views on using quizizz as an assessment tool in English classes. Anggraeni, S (2021) focuses on measuring the analytical skills of students who use the quizizz application with STEM approach. JBB Junior (2020) focuses on illustrating the potential of quizizz as valuable tool in education. Another previous study conducted by LSL Purba (2019) focused on knowing the effectiveness of the quizizz interactive quiz as an online evaluation learning medium for the Chemical Physics 1 course. This shows several gaps with the study. Researcher are interested in conducting research that focuses on the use of the quizizz application as an assessment toll in English language learning.

Another difference is the research design used. Most of the previous studies used qualitative research and case studies for their research, such as in LSL Purba (2019), and Anggraeni, S (2021) using quantitative research. Another previous study was conducted by Zhao F

(2019) using qualitative research. Meanwhile, research by Zuhriyah, S (2020) and Junior JBB (2020) uses a case study approach. This is different from this research. This study uses a descriptive qualitative approach.

The method of data collection is also different between this study and previous studies. Previous research conducted by Zuhriyah, S (2020) used semi-structured interviews. Junior JBB (2020) and Zhao F (2019) used the collection of previous observations to collect data, LSL Purba (2019) used a multiple-choice test instrument as many as ten questions that had been tested for validity by expert validators. Meanwhile, Anggraeni, S (2021) used treatment in the experimental class without a control class. This is different from this research. This study uses structured interviews, participant observation, and documentation techniques.

The objects of the previous research above are also different from each other, and may be different from this research. Zuhriyah, S (2020) chose students at one of the private universities in Yogyakarta. Then, Junior JBB (2020) Using previous research as a source of information. Zhao F (2019) selects students in the accounting class. LSL Purba (2019) selected all students of the Faculty of Teacher Education and Education (Guidance and Counseling) of the Indonesian Christian University (UKI) who took the Chemical Physics 1 course. Meanwhile, other previous research conducted on class VIII students of SMP Kesatrian 1 Semarang Central Java as many as thirty students by Anggraeni, S (2021) chose to be researched. In this case the researcher conducted research on class IX-E students and the English teacher of MTs N 8 Tulungagung. The

researcher selected the students at MTsN 8 Tulungagung because they use the Quizizz application during pandemic covid in their lesson; in terms of online English language learning and as assessment tools.

Some of the previous studies above made researcher interested in conducting a new analysis of English learning and online assessment tools. In this pandemic outbreak, it is advisable to carry out an online system; In addition, in the 21st century, the use of technology in the learning process, including the assessment and evaluation of learning, must be applied in education. The Quizizz application is a formative test for assessing students, as stated by Göksün, D. O., & Gürsoy, G. (2019) that several applications that can be used as formative assessments include Edmodo, Sokrativo, kahoot, Quizizz, Google Forms, Edpuzzle, Mentimeter.

The researcher chose the research location at MTs N 8 Tulungagung because they used a new approach in their teaching and learning process, namely utilizing the use of technological media such as an online-based learning platform, namely E-learning Madrasah (ELMA) during the Covid pandemic. As stated by Demirtaş, Z., & Kahveci, G. (2010) that the need to introduce new methods and approaches to classroom activities focused on student needs enhances educational success. In addition, one of the English teachers at this school also applies a game-based learning platform, such as Quizizz to support the learning process in class IX-E as well as an assessment tool for teachers. The researcher chose the class IX-E because this class is excellent class which

is the class have the technology facilities like projector, monitor, speaker and headset. The students of this class average have a high motivation to study and they want to involve themselves and be active in every learning process provided by the teacher. This made this researcher interested in conducting research on online assessment tools in learning English, in terms of using the Quizizz application. This study uses descriptive analysis with a qualitative approach because the data is in the form of words and writing. The research subjects were one of the English teachers and students of class IX-E MTs N 8 Tulungagung in the second semester, totaling eighteen students.

Therefore, this research was conducted to find out: How are students' perceptions of using Quizzz in learning English; How do the teacher use the Quizzz application as a medium in learning English and as a formative assessment tool.

Therefore, the writer interested to conducting research entitled **"The Use of Quizizz Application as a Formative Assessment in English Language Learning at MTs N 8 Tulungagung".**

B. Formulation of Research Questions

Based on background of the study that had been explained, the research question can be formulated as:

1. How does the teacher use the Quizizz application as a medium in English language learning and as a formative assessment?

2. How are students' perceptions of using Quizizz application in English language learning?

C. Objective of the Study

Based on the formulation of research question above, this study is to investigate:

1. The teacher's way to use the Quizizz application as a medium in English language learning and as a formative assessment.

2. The student's perceptions of using Quizizz application in English language learning.

D. Significance of The Study

By conducting this research, the researcher hopes to contribute to the latest discovery of English language learning using Quizizz application. The researcher hopes that this research is expected to provide more information and can give advantages for the reader. As for the advantages that can describe for this include:

1. **Theoretical Benefits**

The result of this study is expected to give benefits, especially for MTs N 8 Tulungagung, to apply it as a way to stimulate students' interest in learning English.

2. **Practical Benefits**

a. **English Teacher**

It can help English teachers be more creative in the teaching and learning process by providing various media. By experimenting with many strategies, as well as the media used

technology. Instructors can also determine which assessment tools are effective and efficient to use in carrying out the assessment process for students.

b. Students

It can help the students to feel their learning experience by using the Quizizz application, as well as encourage them to learn English so that they can be motivated and interested in continuing to learn English.

c. The Other Researcher

It can be used as a source of information for other researchers, as well as a consideration for future researchers who want to investigate the same topics as this one.

d. The Researcher

The future researcher can use this research as the supporting source to get an idea or reference to conduct the next research with the related topics. Besides, they also can develop this application to be implemented in other language skill or other kinds of text which can increase the students' competence and attention in learning English.

E. Scope and Limitation of The Study

To avoid misinterpretation of what the researcher has described, the researcher limits the scope of this study to be detailed and focused. The scope and limitation of this researcher explained below:

1. The research focused on the teacher's way to use the Quizizz application as a medium in English language learning and as a formative assessment

2. The researcher focused on the student's perceptions of using Quizizz application in English language learning

3. The researcher focused on the ninth grade IX-E students of MTs N 8 Tulungagung and the English teacher

F. The Definition of Key Term

The researcher defined the key term that occurs in the research as clear as possible to avoid the ambiguity:

1. Quizizz

Quizizz is a game-like learning application that offers multiplayer activities that create more interactive and fun classroom exercise, such as answering questions. Quizizz is also a we tool for creating interactive quizzes that are used as assessment tools in the classroom. Using this application as an assessment tool allows student to participate and increase their participation in the learning and assessment process.

2. Formative Assessment

Formative assessment or formative testing is the process by which students as well as teachers use assessment information. Assessment encourages students to actively participate in the learning process. It also helps students become self-adjusted and learn with confidence. In

class, teachers use assessments as a diagnostic tool at the end of the class or unit.

3. English Language Learning

English language learning is an activity include teaching and learning with the primary purpose of teaching English to non-English speaking students. It refers to students that has not English as a mother language.