

## CHAPTER I

### INTRODUCTION

This chapter presents a wide-ranging description of the research. It comprises the background, formulation of the problem, operational definitions, aim of the study, and significance of the study.

#### 1.1 Background

Assessment is an integral part of the teaching and learning process. Amalia, (2020) emphasizes that assessment not only influences what and how students choose to learn but also guides the allocation of their time and resources toward various tasks and learning materials. In this way, assessment serves as a means to monitor students' progress and shape their learning journey. Additionally, it provides teachers with insights into the effectiveness of their teaching methods and whether they are achieving their intended lesson goals and objectives (Zulfa & Ratri, 2022). Therefore, assessment can be viewed as an ongoing process that occurs throughout teaching and learning, utilized to evaluate both students' knowledge and teachers' teaching methods.

Assessment is a part of learning activities that can be done in various methods and media to evaluate learning outcomes (Prestiadi et al., 2021). According to Zhu et al. (2023), the usual way to assess students is through a standardized test following a consistent and predictable process. These tests are seen as a practical method for directly assessing students. Typically, students need to answer predetermined questions on paper (Zhu et al., 2023). In the current educational landscape, online assessment has emerged to aid teachers in the assessment process. One example is gamified quizzes, which some educators adopt to transform traditional paper-and-pencil tests into more engaging assessments (Pitoyo et al., 2020). According to Rahayu and Purnawarman (2019), among the most sought-after and commonly used gamified quiz platforms are Kahoot, Quizlet, Edupuzzle, and Quizizz. In summary, while traditional standardized tests remain common, gamified assessments becoming increasingly popular in evaluating student knowledge.

Quizizz stands out as a highly favored choice among teachers, primarily due to its distinctive features. According to Permana et al. (2023), Quizizz is a platform that empowers teachers to effortlessly create customizable quizzes, surveys, and various assessments that align with their curriculum and learning objectives. The user-friendly nature of Quizizz not only enhances its accessibility, but also provides teachers with the flexibility to create quizzes according to their specific teaching requirements (Permana et al., 2023). Additionally, Handoko et al. (2021) emphasize that Quizizz provides statistical insights derived from quiz results, demonstrating flexibility with time settings for quiz administration. Furthermore, the platform supports student competition by offering immediate ranking visibility on the scoreboard, fostering students' motivation. In the post-quiz phase, teachers can monitor the process and download reports to comprehensively assess student performance (Handoko et al., 2021). In essence, Quizizz emerges as an assessment tool widely used among teachers because its gamified features help them conduct assessments in the classroom.

There have been various studies about Quizizz conducted by researchers. Recent research findings indicate that Quizizz offers several benefits in the assessment process. Fadhilawati (2021) highlights positive student feedback regarding Quizizz in ESL online assessments, particularly its features like leaderboards. Quizizz's leaderboard provides statistical insights and supports student competition, contributing to enhancing students' motivations (Handoko et al., 2021). Zhao (2019) also emphasizes how gamification on Quizizz enhances student engagement and preference for the platform in assessments. The gamified features, as highlighted by Zulfa & Ratri (2022) enhance overall engagement through themes, music, avatars, and vibrant visuals. Those are integral components that make Quizizz not only effective but also enjoyable for both educators and students. Together, these studies paint a cohesive picture of Quizizz's diverse strengths, ranging from its impact on motivation to its gamified features that enhance the learning experience.

However, challenges have also been identified in the implementation of Quizizz. Kristriani et al. (2022) point out obstacles faced by teachers, including

confusion in defining gamification in an educational context, a lack of socialization and training associated with Quizizz or gamification, and limited understanding of the advantages and disadvantages of gamification itself. On the other hand, the study conducted by Göksün & Gürsoy (2019), exposed challenges encountered by pre-service teachers in integrating Quizizz. The first aspect revolved around infrastructural problems, with notable concerns regarding internet connectivity issues. Varying internet speeds were observed to impact quiz participation and interaction. The slowed connection often resulted in disengagement, emphasizing a direct correlation with students' interactions or engagement in classrooms. The second aspect delved into challenges within the Quizizz application itself, particularly frustration with the competitive atmosphere where timing determined leadership positions. Additionally, there was an expressed desire for more diversified feedback within the application to enhance the overall user experience. These identified challenges underscore the importance of addressing both technical and usability aspects to optimize Quizizz's effectiveness as an assessment tool in educational settings.

In connection with this, based on the interview with student teachers from a university in Tasikmalaya, it is revealed that Quizizz has emerged as one of the preferred technological tools for teaching activities during the School-Based Internship. However, it was noted that not all student teachers have been able to implement Quizizz optimally as an assessment tool. The identified challenges suggest that while Quizizz offers significant benefits, it also presents certain difficulties for student teachers in its implementation. Therefore, it is crucial to recognize that despite the positive impact of Quizizz on students, their integration into assessment practices can present challenges that require careful consideration and adaptation by teachers.

While previous research mostly focused on exploring student perspectives, the researcher is interested in exploring student teachers' perceptions regarding the use of Quizizz as an assessment tool in EFL classrooms. Therefore, this research will address existing gaps in the literature and highlight the potential benefits and challenges of integrating Quizizz in the assessment process. Insights drawn from

student teachers' experiences can serve as a practical resource for the effective implementation of technology into EFL classrooms, especially in optimizing Quizizz for assessment purposes.

## 1.2 Formulation of the Problem

Concerning the background of the problem above, this research focuses on the research question: “What are the perceptions of Indonesian student teachers regarding the benefits and challenges of integrating Quizizz as an assessment tool in EFL classrooms?”

## 1.3 Operational Definitions

To avoid misinterpretation about the terms set out in this research, the researcher provides some definitions related to this research, as follows:

- 1.3.1 Online Assessment Tool** : A digital platform used by student teachers to evaluate the students' language skills, progress, and performance in learning English during their School-Based Internship.
- 1.3.2 Quizizz** : A web-based learning platform used by student teachers in their School Based Internship to assess students' learning progress.
- 1.3.3 Perception** : The way student teachers give their opinion about the benefits and challenges of integrating Quizizz as an assessment tool based on their experiences in their School Based Internship practices.
- 1.3.4 Student Teachers** : Students majoring in English education and have completed the School Based Internship program.
- 1.3.5 School-Based Internship** : A program conducted by the Faculty of Teachers' Training and Education where

student teachers work in a real educational environment as part of their training or education.

#### **1.4 Aim of the Study**

This research aims to explore the student teachers' perception about the benefits and challenges of integrating Quizizz as an assessment tool in EFL classrooms in their School Based Internship program.

#### **1.5 Significance of the Study**

The researcher expects that this research will aid in the teaching and learning of English. It has three important implications; practical, theoretical, and empirical use:

- 1.5.1 Theoretical use** : This research contributes to the theoretical understanding of technology integration in language education by providing insights from the perceptions of student teachers regarding the use of Quizizz as an assessment tool in EFL classrooms in the Indonesian context.
- 1.5.2 Empirical use** : The research findings can be compared with studies conducted in other contexts, allowing for comparative analysis of perceptions and practices related to Quizizz as an assessment tool.
- 1.5.3 Practical use** : The research can inform teacher education programs to prepare future teachers or educators to effectively integrate technology, especially Quizizz into their language teaching practice.