CHAPTER 1
INTRODUCTION

1.1. Background of the Study

The existence of formative assessment in the learning process is undoubtedly obligated, it encourages students to determine their learning while allowing teachers to keep track of their progress as learners (Black & Wiliam, 1998). In various situations, it has been acknowledged as an advantageous way to support students' development and achievement. A review research by Gikandi et al. (2011) argue that formative assessment may boost students' cognitive activity thereby making it easier for them to comprehend the subject matter topics. These points should be acknowledged by teachers, considering their perceptions and implementation of formative assessment activities in the classroom will determine how well it works (Yan et al., 2021). Therefore, teachers should continuously discover interesting yet effective formative assessment methods.

Utilizing Quizizz is one of several interestingly effective ways. Utilizing Quizizz as a formative assessment is proven to gain positive responses from students and engage them more in learning process (Adhi et al., 2023; Zhang & Crawford, 2023). Several factors influence how it gains positive responses from students, such as the fact that Quizizz provides numerous instruments for analyzing student grades, which includes average student scores, the highest marks students have received, the most frequent mistakes students undertake, and the amount of time it takes students to solve a question. Besides all the mentioned features, Quizziz also provides leaderboard. The leaderboard shows the rank or arrangement based on scores the students gain, it also contains of how many correct and wrong answers they make.

The researcher found a related issue where English subject in one of middle schools in Tasikmalaya conducted formative assessment using "Quzizz" and its leaderboard. The students often mentioned that Quizizz's leaderboard was encouraging. They stated that they tend to be more competitive and wanted to reach a higher place in the leaderboard in further opportunities. These statements

by the students are the main reason the researcher is interested to study further more about the Quizizz' s leaderboard. And these were result of pre-interview that have been done by the researcher.

The pre-interview results above meet with Pitoyo and Asib (2020) findings where they stated that Quizz displays a leaderboard in order to increase test competitiveness and also it is suitable with William and Tompson's formative assessment framework (2017) that mention providing feedback that moves learners forward. The test in the app was perceived by the students to be a rivalry, they were compelled to compete in the class with their pals. Students' motivation typically rises when they see a leaderboard. However, their studies do not specifically concern the leaderboard, the same goes with recent studies from Halimah et al. (2023), and Zhang & Crawford (2023). They study Quizizz in formative assessment in general, not specific to certain features. Thus, this research is designed to particularly discuss the leaderboard, the urgency of this research however come from the needs to continuously discover various options of interesting formative assessment method.

1.2 Formulation of the Problem

Derived from background above, and in order to create stronger data and evidence based on previous preliminary study, the formulation of the problem of this research is "What are the perceptions of students towards Quizizz's leaderboard utilization in formative assessment?"

1.3 Operational Definitions

To recognize the prior insight of the study's keywords, the researcher hereby attaches the operational definitions.

1.3.1 Quizizz's Leaderboard	A "Quzizz's" feature that shows ranking or sequence of students based on their scores they gain and numbers of correct and wrong answers they make.
1.3.2 Formative	Formative assessment is techniques that

Assessment	teachers apply to carry out ongoing evaluations of students' understanding, areas in need of improvement, and progress in learning during a session, unit, or course.
1.3.3 Students' Perception	Students' experience which entails their own interpretation of certain circumstances and events.

1.4 Aim of the Research

The result of this study is expecting what students perceive Quizziz's leaderboard utilization in formative assessment, with the intention that the result will become empirical evidences of the significance of a leaderboard in formative assessment. It will then support the prior preliminary study that has conducted by the researcher.

1.5 Significance of the Study

1.5.1. Theoretical use

The result of the study will contribute to strengthening existing studies in accordance to Quizizz as formative assessment. Additionally, considering prior studies that discussing leaderboard in learning process is lacking, this study results possibly promote studies regarding to it.

1.5.2. Practical use

It aims to aspire teachers to maximize leaderboard feature in Quizizz and providing them worthy option to support formative assessment. It is also expected to encourage teachers to utilize leaderboard in formative assessment for even outside of Quizizz.

1.5.3. Empirical use

The result of the study would make Quizizz's leaderboard feature as worthy supporting formative assessment tool. Moreover, the result of this research would provide empirical evidence for further identical topics, primarily the data from what students perceive.