CHAPTER 1
INTRODUCTION

1.1 Background

Assessment plays an essential role in education. Bransford, Brown, & Cocking (2000), stated that assessment is a critical component of successful learning. Formative and summative assessments are the two most common types of assessments used in education. Formative assessment is a kind of continual feedback and evaluation that occurs throughout the learning process (Lyod and Koenig, 2000). The aims are to improve the teacher's quality. For students, it can help them learn more effectively. The summative assessment aims to evaluate students at the end of learning, such as final projects, midterm exams, and papers. Therefore, Summative is concerned with a report at the end of a study program that summarizes students' achievements (Zuhriyah & Pratolo, 2020). Looking at the aims and functions of those types of assessment, this part of teaching and learning can not be removed because it can support the successful teaching and learning processes.

Since the covid 19 pandemic spread in Indonesia, the implementation of face-to-face learning at school has been replaced with online learning. It proved when the education policymakers agreed to implement a rule to convert offline classes to online classes in mid-March 2020, the use of online classes was decided countrywide in Indonesia (Nartiningrum & Nugroho, 2020). That situation became a challenge for teachers because this situation causes teachers unable to assess students' comprehension of the materials during online teaching (Mukhtar et al., 2020). As a result, teachers should look for adaptive, effective, and efficient learning strategies, especially in assessing students.

Technological advances play a role in the existence of educational e-platforms, which are widely used in all stages of education. Therefore, the use of technology is trusted as a solution to overcome this problem to make the learning process perform adaptively. The presence of technologies such as smartphones,

computers, and many more help students and teachers access the internet for using applications or websites to support learning activities. In the context of the English as a foreign language (EFL) classroom, the teachers use several e-learning or Web apps for conducting the assessment. One of the Web applications commonly used is Quizizz. "Quizizz application can be used as a summative or formative assessment tool" (Zuhriyah & Pratolo, 2020, p.2).

Quizizz is a game-based educational app that provides multiplayer classroom activities and makes in-class exercises more interactive and enjoyable. It is suitable for almost all levels of students, from primary to tertiary. Through this application, students and teachers can use Quizizz to complete in-class exercises on their mobile devices. Quizizz offers funnier and more interactive exercises set on multiplayer activities. Unlike other educational apps, Quizizz incorporates gaming elements such as avatars, themes, memes, and music to make learning fun (Zhao, 2019). That is a positive and exciting media to choose as a formative assessment because students can enjoy the different atmospheres of learning assessment which do not always use books and paper as the instructional media. Moreover, Rahayu & Purnawarman (2018) state that Quizizz is a great online assessment tool that can help students check their knowledge and progress in learning English. One of the subjects that used Quizizz as a formative assessment tool is Language Material Evaluation and Design Course.

Language Material Evaluation and Design (henceforth, LMED) is one of the tertiary level subjects. This subject is in the fifth semester at Siliwangi University. This subject provides the theories and principles of English Language Teaching (ELT) materials evaluation and design. In this subject, students will learn to position themselves as a teacher. They will learn how to select the material to be taught to students, adapt the material to the learners' needs, and how to produce materials for teaching English. Learning activities are carried out using Google Classroom, Zoom, Quizizz, Instagram, or other social media. Technically, if the class was asynchronous, the teacher announced the information and opened the meeting at Google Classroom. The teacher shared the meeting link at Google Classroom if the class was synchronous. The teaching and learning

process consists of lecturing and presentation. At the end of the meeting, the teacher gave Quizizz code and access to the students with their smartphones or laptops/PC. In Quizizz, there will be several questions in multiple-choice A, B, C, and D related to the material discussed at that meeting. Students have to finish the quiz within 15-20 minutes. The result appeared immediately when they completed the quiz. The top 5 got privileges for not summarizing the material posted on social media. The presence of Quizizz at the end of the learning process makes students better prepared by reading the material before learning begins and paying attention to the exposure of the material. When they finish filling out the question, Quizizz will directly show the results so that students can know the correct answer as their learning evaluation. It makes it easy for students to understand the material.

Numerous studies have been conducted on the role of Quizizz in education. First, a study conducted by Mohamad et.al. (2020) aimed to investigate the perception of 91 distant post-graduate students towards the use of Quizizz revealed that Quizizz is a platform which can support positive reinforcement, enhance motivation and provide immediate feedback. Permana & Permatawati (2020) also examine the effect of Quizizz in German Classroom as a formative assessment. The results showed that Quizizz was effectively used as a formative test tool in learning German. Another study is Pitoyo et.al (2020), aimed to explore the washback effect of the Quizizz assessment platform on students' learning. The result of this study shows the positive washback effect on students' learning because Quizizz provides many features and game elements that motivate students. Junior (2020) conducted a research article with the theme of assessment for learning, aimed to explain the potential of Quizizz as a priceless tool in education. Junior (2020) in his research tried to discover the potential by considering the success of quiz-type applications that can motivate and attract students' attention. The results showed that Quizizz offers many advantages mainly related to learning through playfulness, creativity, and connectedness and all of that can be a valuable strategy to build students' motivation, get engagement, and develop their skills. Another research was also conducted by

Jiemsak & Jiemsak (2020) with the purpose of defining the effectiveness of Quizizz interactive quiz as a web-based assessment tool to improve students learning outcomes and to poll students' attitudes regarding online self-assessment using Quizizz. After conducting pre-test and post-test, online questionnaire, and interview, findings showed that the post-test score of the students was greater than the pre-test. Quizizz enabled students to complete self-assessment as a result of their learning outcomes, and students had a positive attitude regarding the use of Quizizz for online self-assessment. Purwati et al. (2022) also investigated the students' perceptions of Quizizz as a digital game-based learning tool for formative assessment. The study aimed to determine how students saw Quizizz as a digital game-based learning tool and how it was used for formative evaluation. This study's findings demonstrated that students positively responded to Quizizz as a digital game-based learning tool that addressed students' learning and engagement, rules and goals, clear consequences and immediate feedback, and involvement. Another study by Pertiwi (2020) investigates students' perspectives on utilizing the Quizizz application as an English learning assessment tool. The finding revealed that students fully believe the Quizizz app is a tool for teaching and evaluating English since it has an exciting user interface.

Previous studies have shown the effectiveness of applying Quizizz in education, especially learning and teaching activities. Unfortunately, the research about the use of Quizizz as formative assessment viewed from the students' experiences remains under-researched. For this reason, this study aims at examining the students' experiences during participating in Quizizz-Based formative assessment, particularly in the Language Material Evaluation and Design course.

1.2 Formulation of the Problem

This research focused on answering a question, "What are the students' experiences during participating in Quizizz-Based formative assessment in LMED course?"

1.3 Operational Definitions

1.3.1 Quizizz Application: In this context, Quizizz plays a role as a tool for conducting a formative assessment. Quizizz is used as a tool to check students' understanding of the material covered in the Language Material Evaluation and Design course.

1.3.2 Formative Assessment: Formative assessment is an ongoing process of evaluating students' competencies and skills. In this context, the teacher does the daily quiz for getting to know the students' comprehension of LMED material, such as lesson plan, instructional material, material development, ELT material selection, adaptation, and evaluation. This daily quiz is conducted at the end of the meeting class through the Quizizz application.

1.3.3 Language Material Evaluation and Design: This is one of the subjects that exist in the fifth semester of the English Education Department at Siliwangi University. The theories and principles of ELT materials evaluation and design, as well as the process of selecting, adapting, and producing materials for teaching English, are covered in this course.

1.3.4 EFL Students' EFL students experiences are students

| **Experiences:** | from Siliwangi University who have experience participating in Quizizz-Based formative assessment in Language Materials Evaluation and Design course. |

1.4 Aim of the Research

This research aims to investigate the student's experiences during participating in Quizizz-Based formative assessment in the LMED course.

1.5 Significance of the Research

1.5.1 Practical Contributions

This study can be used as a teacher and students' information and references for using Quizizz in the classroom as a formative assessment or checking students' comprehension.

1.5.2 Theoretical Contributions

This study contributes to complement the previous studies focusing on the use of technology on an educational basis in this case Quizizz application for formative assessment in checking comprehension.

1.5.3 Empirical Contributions

This study will enrich the literature about the use of Quizizz-Based formative assessment from the students' experiences.