

CHAPTER 2

LITERATURE REVIEW

2.1 Quizizz Application

Quizizz is a web tool created by Ankit and Deepak, considering their background in teaching mathematics at one of the schools in Bangalore City of India (Junior, 2020). This application was launched in February 2015. Technically, this quiz application provides multiplayer activities which contain interactive and funnier exercises. Quizizz is also equipped with avatars, themes, memes, and music as entertaining features (Zhao, 2019). This application provides four or more randomized questions so the user would not worry about cheating. Quizizz also served as the opportunity to accomplish the quiz with silly “correct” or “incorrect” answer images accompanied by music (Turchyna et al., 2016). The Quizizz learning platform provides various features to make the classroom enjoyable, dynamic, and engaging. The teacher can conduct formative assessments, create lessons and assign homework. According to Haripriya (2022), There are several excellent features possessed by Quizizz, including:

1. Instructor-paced Lessons/ Quizzes

Teacher controls the pace; the whole class goes through each question together.

2. Student-paced Lessons/Quizzes

Students progress at their own pace, they can see a leaderboard and live results for each question or lesson.

3. Bring Your Own Device (BYOD)

Students always see the content on their own devices, be it PCs, laptops, tablets, and smartphones.

4. Access to millions Quizzes

Teachers can import any public quiz as-is, edit and customize them. After logging to the Quizizz, we can seek and define which usable quiz is available. We can also create our own quiz according to our wishes.

5. (Quiz + Lesson) Editor

Choose from 6 different question types to add images, video, and audio to teleport questions from other quizzes and lessons.

6. Reports

Get detailed class-level and student-level insights for every quiz. Share with parents/guardians to monitor student progress.

7. Options to customize

Options to customize our quiz sessions to toggle the level of competition and speed

8. Sharing & Collaboration

Share our quiz with other instructors or ask them to collaborations.

To access the platform, the teacher or students must download the app from the play store or go to the website <http://quizizz.com>. Quizizz can be designed in various formats, such as multiple-choice, true, or false. We can set the quiz for the public if we want to share it with other people or instructors. When the instructions want to make a quiz, they can choose two options for making a Question. First, they can teleport the questions from Quizizz Library by typing the keyword. Second, they can create questions by themselves. According to HariPriya (2022) to create our questions by following these steps:

1. Click on **Create** from the left navigation panel and select the Quiz option
2. Name and tag the quiz appropriately. A maximum of 3 tags are allowed per quiz
3. Create questions using the Quiz Editor. The supported formats to create questions are -
 1. Multiple Choice
 2. Check-Box
 3. Fill-in-the-blanks
 4. Open Ended
 5. Poll
4. Type your question within the dialog box and add options. You can also
 1. Edit the options
 2. Add math equations

3. Add images to questions and options

You can also create audio for question

1. Add options and mark the correct answer. Multiple answers are chosen via the checkbox format
2. Add an explanation for the answer if required
3. Choose the time allotted to answer a question. You can select this per question or make it consistent throughout quiz
4. Save question
5. Save the quiz once all questions and answers (along with options) are added
6. Publish the quiz. This quiz is now available in your library to start a live quiz or assign as homework.

Instructors can start the quiz by giving a code to students, and students access the Quizizz website or application to enter the code for joining the quiz with their device. Quizizz is one of the online platforms usually used in the learning process. Quizizz application can help students to check their knowledge and progress in learning (Rahayu & Purnawarman, 2018). This application has been proven effective in teaching a foreign language (Dewi et al., 2020). Basuki & Hidayati (2019) study aimed to know the students' perceptions of Kahoot! and Quizizz efficacy in a daily online quiz. This study revealed that Quizizz is more effective in fostering engagement for learning. Moreover, the Quizizz application also can create unique, inventive, and entertaining learning media (Ningtyas & Syaodih, 2021). A Classroom Action Research study by Juniarta et al., (2020) showed that Quizizz could improve students' reading comprehension. It is proven by the significant score improvement at the end of the test and the positive perceptions towards the utilization of the MALL-based learning strategy using Quizizz. This application is also integrated with a learning management system such as Google Classroom so the teacher can directly send the Quizizz to the students. (Turchyna et al., 2016).

From the review above, it can be concluded that Quizizz is a good learning medium or tool Quizizz is easy to access. Teachers and students just have to

download or visit the website <http://quizizz.com>. For the teacher, they have to log in as teacher first using their account. For the students, they do not need to log in to take part in the quiz. The present test can be completed as a homework assignment or as a live game that occurs simultaneously in the classroom. This application is free and accessible in different browsers, including IOS and Android platforms. Quizizz can make the implementation of teaching and learning more attractive and effective. It can be seen from the many interesting features presented by Quizizz. It can be seen from the many exciting features presented by Quizizz. Also, some studies have positive results on using Quizizz as learning media.

2.2 Formative Assessment

Assessment is an important activity that must be included in the foreign language teaching and learning process. As Qu & Zhang (2013) explained in their journal, this activity was very essential for knowing students' English Level which formally gathers information through students' paper and pencil test within a specified time frame or informally collect information of students' performance on oral participation, assignments, and presentations. That information becomes important data for teachers and students as their reflection to achieve the learning goals. Assessment is generally divided into two types namely formative and summative assessment. Both types have the same purposes, which are to evaluate the learning process. However, the process of gathering progress is different.

This study focused on formative assessment. Lyod & Koenig (2008) define formative assessment as the process of gathering and evaluating data to help learners and teachers determine, where they are on their learning curve, what they still need to do, and the best way to get there. Formative assessment gives teachers more comprehensive, ongoing feedback, and a detailed understanding of what assistance students need so that teachers can determine which teaching approaches to implement based on the needs of various learners (Qu & Zhang, 2013).

2.3 Quizizz-Based Formative Assessment.

Quizizz has proven as an effective learning media for learning English. A study conducted by Degirmenci (2021) revealed that Quizizz is useful and significant in English language learning and teaching. Quizizz also has beneficial effects on English learning and teaching and has positive attitudes from students and teachers. Moreover, Permana & Permatyawati (2019) also stated that Quizizz is a formative assessment tool that may be used to determine how well the entire class understands the topic of the material being taught.

Quizizz provides several appropriate features which make it different from the other applications while conducting a formative assessment. Zuhriyah & Pratolo (2020) stated at least three main features. First, Quizizz can be set into two models: live (cannot be paused) or homework (setting deadline), depending on the assessment purposes. Second, after students finish the quiz, Quizizz will directly show the correct answer to each question, and third, after the quiz is complete, Quizizz will show whole questions with the chosen and correct answer. Quizizz also sets the questions randomly for each student, which will avoid cheating (Medvedoska et al., 2016).

It can be concluded that Quizizz can be used to check students' understanding of the material being taught. Also, there is no doubt that Quizizz is one of the platforms that has proven effective to be used as a formative assessment test tool. That is because of its features that can support the successful implementation of the formative assessment test.

2.4 Evaluation, Measurement, Assessment and Test

Evaluation is the process of defining, gathering, and giving descriptive and evaluative information on the value and quality of a particular object's aims, design, implementation, and effect in order to inform decision-making, meet demands for accountability, and advance understanding of the relevant phenomena (Stufflebeam & Skinkfield, 1986). Evaluation is usually carried out at

the end of the program. Information obtained during evaluation may help develop conclusions or provide feedback as a reference or consideration for the next phase of the program.

Kizlik (2012) stated that measurement is the process of determining an object's qualities or dimensions. In order to ascertain how large, tall, heavy, voluminous, hot, cold, quick, or straight anything truly is, we often utilize some standard equipment while measuring. In this case, a tangible item may be a student, instructor, or school. As a result, measuring is usually described as quantifying particular abilities or traits—pupils' cognitive, emotional, and psychomotor skills, for example.

Brookhart (2012) found that assessment is a process or activity of gathering, analyzing, and interpreting information concerning the process and student learning outcomes in achieving learning objectives. There is a formative and summative assessment. Formative assessment is ongoing evaluation and feedback during the learning process (Lyod & Koenig, 2000). The goal is to raise the teacher's level of performance. Students may learn more successfully as a result. Summative assessments, which include final projects, midterm tests, and papers, are meant to evaluate students after their academic careers. Summative is concerned with a report that compiles students' accomplishments after a course of study.

Test is a term that refers to a technique for determining a student's capacity to carry out certain activities, show mastery of a skill, or exhibit topic understanding. Multiple choice assessments and weekly spelling tests are examples (Kizlik, 2012).

From the explanation above, the evaluation is a process carried out to collect, describe, interpret and present information to be used as a basis for making decisions and or formulating policies. In educational examinations and assessments, measurement refers to the set of methods and the guiding principles for their use. Raw scores, percentile ranks, derived scores, and standard scores are fundamental measurement principles used in educational evaluations. Assessment is an ongoing process aiming to collect information

about students' learning processes and outcomes. Assessments should provide information to educators so that educators can know what they should do to improve their teaching abilities and assist learners in achieving maximum learning development. An assessment may include tests and methods such as observations, interviews, and behavior monitoring. Test is one of the tools for measuring and assessing. Teachers can obtain information about students' abilities in specific fields through the test. The test is one of the assessments and the narrowest part of the evaluation

2.5 EFL Students

EFL is regarded as English as a Foreign Language. According to Iwai (2011), EFL refers to people who learn English in places where English is not spoken. Indonesia is one of the EFL countries because Indonesian people do not speak English in their daily life. Si, P. (2019) also defined EFL as students who come from countries where English is not the primary language or the official language, such as Japan, South Korea, and China. English is not required for daily conversation in these nations. From that statement, it can be concluded that EFL students are in a place where the majority do not use English as their daily language.

2.6 Language Materials Evaluation and Design Course

This is one of the subjects that exist in one university in Tasikmalaya. This three credits subject is available in the fifth semester. Language Materials Evaluation and Design course covered theories and principles of ELT materials, as well as the process of selecting, adapting, and producing materials for teaching English. Students will be guided in developing teaching materials and supplements that are aligned with the students' goals, objectives, methodology, level, and requirements. Furthermore, the usage of actual materials will be incorporated, providing a real-world setting for students to learn in.

The learning outcome of this course is to build a good understanding of the ideas or the key concepts of language material development. Through this course,

students are expected to comprehend the process of selecting, adapting, creating, and evaluating instructional material. Fatimah (2021) stated that after taking this course, students are able to:

1. Conceptualize the role of the material in the plan of learning in English classes
2. Decipher the understanding, types, and functions of material in teaching English
3. Compare the types of material development in English teaching
4. Decipher the concept of teaching material evaluation
5. Decipher the concept of teaching material selection
6. Decipher the concept of adaptation of teaching materials
7. Create supplementary materials in worksheet form
8. Create supplementary materials in comic form
9. Evaluate the teaching material book in accordance with the theory that has been discussed with an attitude of responsibility
10. Develop teaching materials in accordance with the evaluation that has been done

Looking at the description of the LMED course above, it is very important for students to understand each material related to LMED. Because as prospective teachers, they are required to be able to select, adapt and make teaching materials as support for the success of the teaching and learning process.

2.7 The Contribution of Quizizz to Instrument Design of This Study

Research on the use of Quizizz as a tool to implement the teaching and learning process has been widely carried out. Those studies have successfully proven that Quizizz is one tool that gets a positive response from students. One of them is research conducted by Chaiyo and Nokham (2017), which has been adapted into the instrument design of this study. The study aimed to investigate the students' perceptions about the effect of using Quizizz, Kahoot, and Google Forms in the classroom. The result showed that Quizizz presented many positives in assisting students in the learning process (satisfaction), increasing their

engagement, enhancing their comfortability in the learning process, affecting their concentration, and motivating them during online learning.

1. Satisfaction

Satisfaction refers to an individual's emotional consideration based on experiences and beliefs (Oliver & Swan, 1989). The success of Quizizz-based formative assessment is generally associated with the student's satisfaction. In this part, the researcher tries to get information about the student's satisfaction while taking the quiz using Quizizz. For example, students feel satisfied with the features offered by Quizizz.

2. Engagement

Axelsson & Flick (2010) defined student engagement as how involved or attracted students are in their learning and how connected they are to their classroom. In line with this definition, this research tries to dig up information on whether the exercise of quizzes using Quizizz can increase student engagement and attention during the learning process.

3. Comfortability

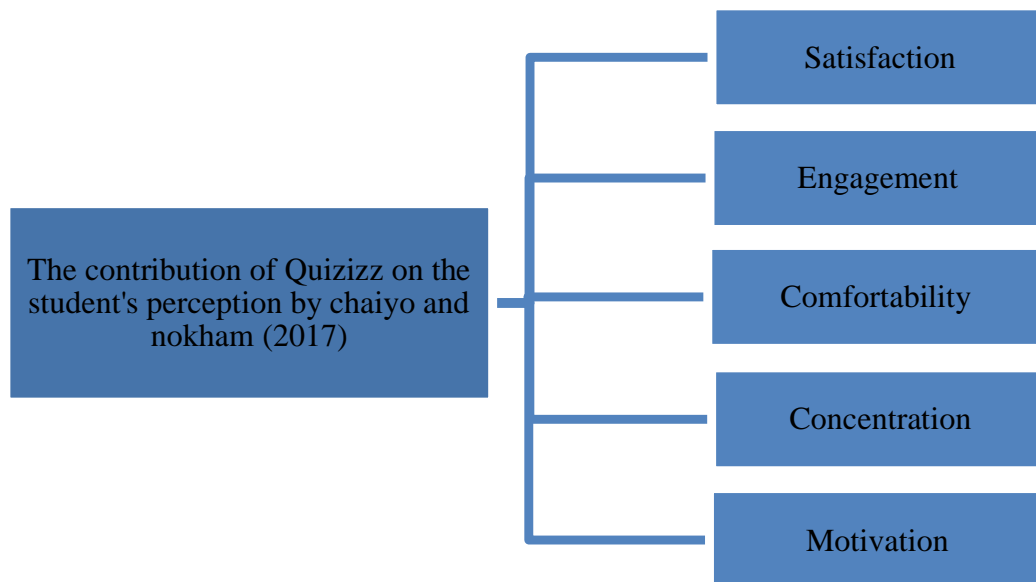
Comfortability is the condition of being comfortable. For example, some students feel good when learning and doing a quiz using Quizizz, and they agreed that the quiz was fun and more interesting.

4. Concentration

Concentration refers to the mental state in which all the senses and minds of the human are focused on a particular subject. For example, Quizizz can keep students concentrated during the test.

5. Motivation

Singh (2011) stated motivation as an internal force that activates behavior and provides it with direction. In line with the definition, this research will try to delineate how the use of Quizizz can provide feedback and encourage or motivate students to learn. For example, conducting quizzes using Quizizz can make students more motivated to learn.



2.8 Study of the Relevant Research

There are numerous studies related to Quizizz as a formative assessment tool. Mostly was investigated the effectiveness, perceptions, and perspectives of the students towards the use of Quizizz. First, a study by Amalia D.F (2020) examined the perspectives of the Dynamic English Course students' towards using Quizizz as an online assessment. The results showed a positive perspective from the participants, with three strongly agreed, one agreed, two statements responded neutral, and two statements disagree. From that result, the research concludes that Quizizz offers engaging, fun, and attractive displays, creating a competitive environment because students are unable to cheat on each other during the test, and they believe Quizizz is better than the traditional test.

Another study by Permana & Permatyawati (2019) examined the effectiveness of Quizizz when used as a formative test tool in a German classroom. The result showed positive attitudes from students. This study confirmed that Quizizz could develop students' interest in learning, motivate them to learn more effectively, help them with self-evaluation, and allow them to participate actively in class. Another current study conducted by Jiemsak & Jiemsak (2020) about the effectiveness of Quizizz interactive quiz as a web-based assessment tool to improve outcomes and to poll students' attitudes regarding online self-assessment using Quizizz. Results showed that the post-test score of the students was more significant than the pretest. That indicates that Quizizz effectively 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.

Quizizz can also increase student learning motivation, support positive reinforcement, and provide immediate feedback. It is proven by Mohammad et al. (2020) study about students' perceptions of Quizizz as an Online Game-Based Formative Assessment. The study successfully revealed that the Quizizz features such as leaderboard, avatar, meme pictures, funny pictures, music, and the colorful interface could entertain, motivate and serve as a positive reinforcement to students. Those studies revealed that Quizizz is an appropriate e-platform for conducting formative assessments in the classroom. However, empirical examinations of Quizizz as a formative assessment viewed from students' experiences in LMED are not commonly found.