CHAPTER 1

INTRODUCTION

This chapter describes the study. It explores the background of the study and formulation of the problem to provide insight into the context and urgency of the issue under study. Following this, operational definitions, the aim of the research, and its significance are discussed, thus clarifying the research objectives and the benefits derived from this study.

A. Background of the Study

In recent years, the educational landscape has undergone a significant transformation, primarily driven by the rapid integration of technology into teaching and learning methodologies. This transformation has been especially evident in English as a Foreign Language (EFL) instruction, where innovative tools and strategies have significantly altered traditional teaching methods. Xodjimuratova (2022) observes that integrating modern communication and information technologies has profoundly transformed teacher-teaching approaches, ushering in a new era of possibilities for education. Technological progress has enabled educators to utilize various digital resources from the worldwide network, enhancing the educational experience for teachers and students.

Integrating technology into educational assessments has completely transformed traditional assessment methods, introducing enhanced efficiency and efficacy. Pertiwi (2022) notes that digital assessment tools have enhanced teachers' effectiveness in the educational process, optimizing evaluation methods and improving student engagement. In education, particularly in EFL classrooms, assessment serves multiple critical functions beyond mere evaluation. Ghozali and Tyas (2022) emphasize that assessment is an integral component of education and an excellent motivational tool, enabling educators to accurately categorize students, adapt teaching methodologies to meet learner needs, and provide timely feedback. Their research particularly highlights how assessment activities serve as crucial instruments for improving English proficiency and skills in EFL contexts,

underscoring the vital role of these technological innovations in modern educational practices.

Among the diverse digital assessment tools available, Quizizz has emerged as a particularly effective game-based learning platform for formative assessment in educational settings. Due to its ease of use and interactive features, it is becoming a highly preferred choice among teachers. Munawir and Hasbi (2021) Their study demonstrated that Quizizz has a significant impact on the engagement and learning outcomes of EFL students, revealing improved student participation and academic performance through its interactive features. The platform's effectiveness as a formative assessment tool is further supported by Permana and Permatawati (2020), whose research in German language classrooms showed that Quizizz enables teachers to effectively monitor student progress while maintaining a positive learning atmosphere through its gamification elements. In a comparative study, Göksün and Gürsoy, (2019) Examined student success and engagement patterns in gamified learning experiences, highlighting how Quizizz's features enhance student participation and achievement in educational contexts. These research findings collectively emphasize Quizizz's value as an innovative tool that effectively combines engaging game-based elements with formative assessment capabilities, making it a preferred choice among educators for monitoring and enhancing student learning progress.

Regarding the issues mentioned above, an interesting phenomenon has occurred in the use of Quizizz tools, based on a pre-interview conducted with an English teacher from one of the senior high schools in Singaparna, Tasikmalaya Regency, West Java. Teaching English to X and XI senior high school students, this teacher has consistently used Quizizz as a formative assessment tool within the learning and teaching process. Nevertheless, its use happens occasionally. This phenomenon illustrates how the integration of digital tools has transformed the form of traditional assessment, particularly in terms of how students receive and respond to evaluation tasks. Where conventional assessments once relied on paper-and-pencil tests administered in quiet classrooms, digital platforms like Quizizz have introduced interactive and colourful interfaces that students can access through their

devices. This shift also involves time, as traditional assessment often means waiting days or weeks for graded papers to be returned. In contrast, digital tools provide scores and explanations immediately after each question. Moreover, the social dimension has also undergone significant changes; students now experience assessment as something more akin to playing an online game with classmates than sitting alone with a test book. These transformational changes not only affect the technical delivery of questions and answers but also fundamentally alter how students respond emotionally to being evaluated, often showing less stress and more enthusiasm when the assessment feels less formal and more interactive. Recent research has substantiated these behavioural and emotional shifts in digital assessment environments, with findings indicating that students demonstrate varying patterns of emotional engagement, from confident participation to anxious adaptation, when transitioning from traditional to technology-enhanced assessment formats (Hopwood et al., 2024). The use of Quizizz by the teacher for formative assessment purposes indicates a profound shift from the old to the new digital-based system of evaluation, marking an essential transformation in school assessment practices.

Remarkably, the teacher strategically uses Quizizz to enhance students' reading competence through various text-based exercises that encourage students to understand, analyze, and interpret information effectively. Most of the test materials are based on text-based multiple-choice exercises, including descriptive texts, recount texts, and narrative texts, which test students' ability to determine supporting details, main ideas, and inferential meanings within the texts. By incorporating a range of difficulty levels and diverse text genres, the teacher ensures that students expand their knowledge of language structures and develop critical reading skills. Using instant feedback in Quizizz also helps students quickly identify their mistakes, encouraging them to revisit and reflect on the texts more carefully. This method increases student participation and motivation to read and enhances their understanding of reading materials in a more interactive and enjoyable way. Through this process, Quizizz proves to be an effective tool in

supporting students' reading competence while modernizing formative assessment techniques in senior high school English learning.

Despite the growing research on Quizizz tools in EFL contexts, significant gaps remain in understanding teachers' experiences with Quizizz as a formative assessment platform. While recent studies by Bindiya and Fediyanto (2023), Noviasmy et al. (2023), and Zuhriyah and Pratolo (2020) Researchers have investigated the implementation of Quizizz in EFL contexts, with their focus primarily on student perceptions and experiences, leaving teachers' voices relatively unexplored. The limited research on teachers' perspectives regarding Quizizz's implementation as a formative assessment tool represents a crucial gap in our understanding of its practical application in EFL classrooms. This gap is particularly significant given that teachers are the primary facilitators of educational technology integration, and their experiences and perspectives are fundamental to understanding the effective implementation of Quizizz. Therefore, this study aims to address the research gap by investigating the teacher's voices regarding their experiences and perspectives on using Quizizz as a formative assessment tool in EFL classrooms, thereby contributing to a more comprehensive understanding of digital assessment implementation in language education.

B. Formulation of the Problems

Based on the above background, this research answered, "What are the teacher's voices on using Quizizz as a formative assessment in an EFL classroom?"

C. Operational Definitions

The operational definitions of each keyword are provided below to prevent misinterpretation of this research:

1. **Quizizz Application:** In this research, Quizizz refers to a game-based digital learning platform that allows teachers to create interactive quizzes and assessments. Teachers assign Quizizz codes after explaining the material or teaching to students in class.

2. **Formative Assessment:** For this research, formative assessment is an ongoing process teacher's use to gather information about student learning during instruction. It involves providing immediate feedback and using the collected data to adjust teaching strategies and improve student learning outcomes. The teacher uses the Quizizz application for this formative assessment in the EFL classroom.

3. **Teacher's Voice:** The teacher's voice refers to the EFL teacher's professional judgment and pedagogical decisions when using Quizizz for formative assessment. It encompasses the design, implementation, and interpretation of Quizizz assessments, as well as the subsequent instructional adaptations.

4. **EFL Classroom:** An EFL classroom at one of the senior high schools in the Singaparna region, located in Tasikmalaya, West Java, Indonesia, provides a structured learning environment where English is taught as a foreign language. At this school, students in grades X and XI engage in language learning through interactive methods and formative assessments. The teacher integrates digital tools, such as Quizizz, to support progress tracking, provide instant feedback, and boost student participation.

D. Aim of the Study

This research aims to investigate the voice of a senior high school EFL teacher regarding the use of the Quizizz app as a formative assessment tool in the EFL classroom. Specifically, it seeks to understand the teacher's perceptions and

experiences of implementing Quizizz for formative assessment in her teaching practice.

E. Significances of the Study

1. Theoretical Significance

This research expanded the formative assessment theories in EFL classrooms, particularly those involving digital tools like Quizizz. It contributed to understanding how technology supports formative assessment and strengthened discussions on technology integration in language teaching.

2. Practical Significance

This study guided EFL teachers using Quizizz as a digital formative assessment tool. It offers practical strategies to improve assessment practices and teaching methods. Addressing common challenges enables teachers to utilize technology more effectively in the classroom.

3. Empirical Significance

This research provides new empirical insights into the use of technology for formative assessment in EFL classrooms. It highlights the teacher's experiences with Quizizz and its role in improving teaching and learning. These findings added valuable evidence to studies on technology-enhanced education.