

# STUDENTS' PERCEPTION ON DOING FORMATIVE ASSESSMENT IN QUIZIZZ FOR LEARNING ENGLISH GRAMMAR

Dea Meliana<sup>1</sup>, Totoh Tauhidin Abas<sup>2</sup>, Hilmansyah Saefullah

Universitas Singaperbangsa Karawang, Indonesia

<sup>1</sup> 1810631060226@student.unsika.ac.id, <sup>2</sup> totohabas2017@gmail.com,

<sup>3</sup> hilmansyah.saefullah@fkip.unsika.ac.id

## Abstract

The process of assessment involves gathering and debating data from numerous and varied sources; it is completed when assessment outcomes are applied to improve subsequent learning. The purpose of the study to explore student's perception of the use Quizizz as formative assessment tool in learning grammar based on researcher view and experience, this research also worth observing insights into beliefs and principles of the researcher in designing formative assessment and the ways of designed and applied in Quizizz for learning English Grammar. This research use a self-reflective inquiry research methods. The research subjects were 5 students of eleventh grade. Data was collected through observation, interview and documentation. The results revealed that positive perspectives toward the use of Quizizz as an assessment tool by the teacher for English teaching and learning. It can be seen from the students responses, from the five theme of perception, the theme are absorption of stimulus from external individual, understanding and assessment or evaluation, all of the indicators was get very positive perception of using Quizizz as formative assessment.

**Keywords:** Formative Assessment; Quizizz; English Learning

## INTRODUCTION

Classroom assessment has received increased attention in education because it assists teachers in improving the quality of learning (Widiastuti, et al., 2020). One kind of assessment often used in the educational settings is the formative assessment. Formative assessment in language learning environments typically focuses on assisting students in developing their language proficiency, identifying learning progress and achievement, and identifying students' needs (Widiastuti, et al., 2020). The test has historically been the most popular method of evaluating students' progress and level of skill in language learning. Despite the growing popularity of other evaluation methods, most teachers continue to employ this time-tested practice (Goh, 2022). Language tests are only tools or processes for acquiring specific types of data, usually data pertaining to pupils' language abilities (Saragih, 2016). Different forms, lengths, item types, scoring criteria, and media may be used in tests. While the process of using language examinations to complete specific tasks in language classrooms and programs is known as language assessment (Frank, 2012). Using instruments for language testing, gather data in a methodical manner to start the language evaluation process. In the process of teaching and learning English, assessment activities are one of the crucial components for determining how well students have absorbed the teacher's lessons and for methodically gathering additional data regarding students' learning progress (Linn & Miller, 2005). Since evaluation "gives us opportunity to plan effectively and set goals for education," it can occur at any point in the process. (Cappellini, 2005).

In order to modify instructional strategies and procedures to suit educational goals and standards, formative assessment is integrated into the teaching and learning process (Black & Wiliam, Rivai, Cekiç, & Bakla, 2021). In order to increase students' language proficiency and give them the competencies and skills they need to keep advancing, formative evaluation is crucial (Sinta, Rahayu & Purnawarman, 2019). In the classroom, formative assessment is a collection of instructional practices that promotes learning progress (Ames, Anamalai, & Yatim, 2019). Formative assessment, which concentrates on enhancing teaching and learning through assessment, is defined as five main tactics (Black & Wiliam 2009). Learning objectives should be clarified and shared, effective learning tasks should produce evidence of student understanding, feedback should advance learners, students should be engaged as instructional resources for one another, and students should be engaged as owners of their own learning should all be implemented (Zou, 2021). Formative assessment, which puts students at the center of learning in a supportive, process-oriented writing classroom, has been shown in prior research to improve students' writing and can be used to L2 writing. (Wang & Lee, 2017). ICT advancements in recent years have enabled online formative assessment and promoted a rising use of ICT in formative assessment in L2 writing (Gikandi & Zou 2021). ICT facilitates formative assessment and has been found to have numerous additional educational advantages, including the speed at which ideas may be communicated and the quantification of learning processes (Shute & Rahimi, 2017).

Theoretically, the instructors' understanding and attitudes about the idea of formative assessment are related to how well the formative assessment is implemented (Gikandi, 2011). According to Leung and Scott (2009), teachers' views have a significant impact on how they conduct formative assessments, and similarly, their beliefs in assessment procedures have a significant impact on how they decide on students' learning outcomes (Cekiç & Bakla, 2021). Therefore, it would be expected that having superior assessment knowledge and abilities would influence how it is carried out. In other words, how teachers administer the assessment is significantly influenced by their believe in formative assessment. Formative assessment is more likely to be carried out correctly by those who strongly believe in its merits (Cekiç & Bakla, 2021). Formative assessment has always been done with a pencil and paper. However, due to technological advancements, formative assessment is now possible through technology and is known as digital formative assessment (henceforth DFA). Digital formative assessment (DFA), also referred to as "online formative assessment" or "web-based formative assessment," is the culmination of two decades of research into formative assessment and computer-assisted assessment (McLaughlin & Yan, 2017).

DFA tools also offer affective benefits, such as higher levels of engagement (Ismail et al., 2019); increased motivation (Bhagat & Spector, 2017); and more positive attitudes (Bhagat & Spector, 2017). These affective advantages are brought about by the competition, fun, and involvement that these tools enable in the activities they support. According to Ismail et al. (2019), Kahoot served as a motivational tool and a source of satisfaction. According to Robertson et al. (2019), DFA tools can be used to augment teacher presence, which can boost motivation and engagement, even with little effort and time from teachers. Using DFA technologies can shorten the scoring process and free up time for engaging teaching and learning activities.

Quizizz is a well-known digital formative evaluation tool that is frequently utilized in educational settings. It is an interactive online assessment tool that uses games to let students use their devices to work on the questions that are being asked. In the past five years, a number of studies have been undertaken on the use of Quizizz for language evaluation. Quizizz has been investigated by Amalia (2020) as a possible assessment tool for Dynamic English Course students in terms of English teaching and learning. Among addition, Pertiwi (2020) investigated the use of Quizizz as a medium for learning and evaluating English in students in the 10th grade

of the vocational high school. In an effort to promote active learning, Cook & Babon (2017) assessed the effectiveness of using weekly online Quizizz (worth 20% of the course grade) as a reward for students who finish required reading. They looked at student perspectives using course evaluations from students. Rahayu & Purnawarman (2019) also investigated of the use Quizizz features to improvement eleventh grade of senior high school students on learning grammar. Wulandari (2021) investigated students' perception on the use Quizizz by the English teacher as an assessment tool for junior high school students. Based on the research that have been conducted in above, the research about of student perception of using Quizizz that have not been conducted was the research of student's perceptions of the Quizizz as formative assessment tool on specific subject or part of the subject of English. So, this research investigated of Student perception of the use Quizizz in formative assessment on learning English grammar in eleventh grade, and the research was conducted based on researcher experience of the implementation of using Quizizz as formative assessment in learning English grammar at MAN 4 Karawang in West Java.

## METHOD

This research is a self-reflective inquiry research which is one of an effort to improve the quality of oneself as a prospective educator (Lyons, 2010). This research was conducted on the author himself by digging back to the learning experiences The methodology employed in this study is a qualitative method with a narrative approach, in which the author's own writing on personal experiences is used to acquire supporting documentation (Lyons, 2010). The criteria used to choose the participants ensured that the participants were appropriately prepared. According to Zuhriyah and Pratolo (2020), the criteria used to choose the participants included the following: 1) The participants should be able to utilize Quizizz, which requires that they have done so at least twice. 2) The participants must discuss the time period of the study. Twelve-grade students from one of the senior high schools in west Java who had studied English Grammar and used digital evaluation in the course made up the five participants in this study. The data collection had carried out through self-reflective writing journals of self-experiences in designing and evaluating the formative assessment in Quizizz and had collected supporting documents. Researcher experience is collected based on the process reflective inquiry, namely implicit reflection, explicit reflection, and critical reflection (Lyons, 2010).

## RESULTS AND DISCUSSION

### Results

#### Formative Assessment designed in Quizizz

The Researcher made a formative assessment containing 2 materials that the researcher explained before starting the assessment. The researcher gave formative assessment in Quizizz to students after students understand and know the material that the researcher have explained. Before starting the students were told that on this quiz there would be an assessment using the Quizizz application, because students had used this Quizizz before in English learning, The researcher did not need to explain the students of the procedure for using it. The following is a picture of the formative assessment that the reseacher have made for the assessment of learning simple past tense and past perfect tense.

The researcher had made a formative assessment for learning simple past tense and past perfect tense, in each question, the researcher gave each student the opportunity to answer the question for 30 seconds, in one question would be gave some points if the student answers correctly.

Questions are given randomly by Quizizz to each student, this can minimize cheating and cooperation between classmates because the questions that appear are different for each student. In Quizizz, students have a chance at the end of the Quiz if there are still wrong answers, Quizizz will automatically give students a chance in random questions. In each question the researcher also added some definition of answers when students answer the questions correctly. Then, if the student answers incorrectly then the choice or answer box will turn red, if the student answers correctly then the choice box will turn green.

In this formative assessment, the researcher gave 10 questions to students, the type of questions used was multiple choice. There are 4 choices that students must choose based on the questions given, then students can only choose 1 correct answer. This formative assessment contains situations that students must answer by adjusting the tenses used. In this assessment, students are also expected to be able to compare the two tenses, namely the simple past tense and the perfect tense based on the situation given in the problem. In each question the researcher gave different points based on the question category.

This formative assessment contains situations that students must answer by adjusting the tenses used. In this assessment, students are also expected to be able to compare the two tenses, namely the simple past tense and the perfect tense based on the situation given in the problem.

In the questions that researcher was made, the researcher gave 1 point for the easy question category and 2 points for the hard question category. In the category of easy questions, students determine what tenses are used in a sentence. Then for the hard category, students must choose which sentences are included in the simple past tense and past perfect tense, in the selection of answers, similar sentences are given so that students must be careful in answering the questions.

### **The Researcher beliefs and principles in designing the formative assessment of the English grammar lessons in Quizizz**

In designing the formative assessment with Quizizz, The researcher as well as the teacher who will present it to students, beliefs and principles are needed in the preparation. The beliefs and principles in preparing formative assessments are as follows, my beliefs about language learning, language teaching, language assessment and technology in language teaching and learning. After having beliefs and principles in all aspects of language which will make it easier for me to design and compile formative assessments with Quizizz. The researcher could see from various aspects of the beliefs and principles that researcher have, starting from the aspects of language teaching, language learning, language assessment and technology of language learning and teaching. When designing and compiling a formative assessment with Quizizz. With principles and beliefs that have been adopted, Quizizz is a good example of how applying a theoretical idea to a real-world issue or challenge sheds light on scientific principles. Teachers must choose what to try and what to develop in their setting as they work to integrate formative assessment into classroom practice. This is due to the fact that they must make decisions regarding how formative assessment can be used within the limitations of their own and their school's assessment policies. The idea has been used to solve practical issues or deal with actual circumstances. Clearly communicating instructional goals with students, choosing appropriate, high-quality assessments that match the instructional goals and the backgrounds of the students, utilizing assessments that increase student motivation and confidence, adjusting instruction based on assessment, and communicating assessment results with parents and guardians are all crucial components of assessment for learning.

### **Students' Perceptions Toward Using Quizizz as Formative Assessment on Learning Grammar**

I've come to the conclusion that Quizizz learning is greatly influenced by the pupils' attention. The results of this study have shown that Quizizz actually makes class more enjoyable. The

results of the current study were comparable to those of Lestari's (2019) study, which also revealed that Quizizz has a positive effect on raising student engagement. Additionally, the students have a good reaction to using Quizizz, expressing excitement and a want to take the test repeatedly. Quizizz was the most engaging method and ideal to utilize in grammar learning, therefore students were more interested in taking the quizzes through Quizizz. Quizizz was really beneficial for making grammar simple to understand, and it also helps people pass the time to boost their interest in learning. Additionally, Quizizz is a fantastic online quiz tool that can aid pupils in expanding their vocabulary.

## Discussion

The study's data have a number of significant ramifications for this investigation. First of all, it is obvious that participants have a favorable attitude toward formative evaluation. Additionally, they think that formative assessment fundamentals like feedback, sharing learning objectives, peer and self-evaluation should be used in their classrooms and can benefit their students' learning. Quizizz's formative assessment design relies on a set of concepts and principles that must be considered beforehand. The following are the ideas and principles that guide the creation of formative assessments. The beliefs center on language learning, language teaching, language assessment, and the use of technology in both language learning and teaching.

There are a few things that affect how teachers' beliefs are formed: 1) Educational opportunity Every person can learn from what they observe. When students see their teacher's instruction, they frequently believe that it should be emulated. Teachers' beliefs are influenced by student learning. 2) Experience in Education Teachers gain information through experience in the classroom, and this knowledge serves as the foundation for their ideas. For many teachers, their primary source of teaching-related beliefs is experience. During the teaching process, the teacher can watch the students' activities, choose a method that fits the situation, and hone their teaching skills. 3) The Drive of the Teachers Inspiration for what to do as a teacher comes from teachers' motivation. They will have specific beliefs to help them achieve their teaching goals in accordance with their motivation. In other words, teachers will become motivated and develop specific beliefs in order to attain their goals. 4) Cooperation with other educators Teachers feel that they should collaborate with other educators. They must impart knowledge not only to their colleagues in the classroom but also to outside trainers or educators.

Therefore, the five participants had highly favorable opinions of the teacher's usage of Quizizz as an evaluation tool for English teaching and learning. The students' responses reveal that they had a very positive perception of all five themes related to perception, including the assimilation of externally generated stimuli, comprehension, and assessment or evaluation. This outcome was consistent with the earlier study by Amalia (2020), which found that students had favorable opinions of the way their teachers used Quizizz to teach and assess English. Additionally, the students responded well to the assertion regarding the qualities of quiziz (Memes, Music and Leaderboard). The leaderboard is the feature that students prefer out of the three that were mentioned. According to (Zhao, 2019), the leaderboard was favoured by the students since it allowed them to view their score's ranking in real time. Additionally, the majority of the students present strongly concur that using Quizizz to study and review content is similar to playing a game. It backed up the claims made by (Mac Namara & Murphy, 2017) that the Quizizz application is one of the educational applications that employs the concept of gamification. Avatars, music, leaderboards, and theme are just a few of the intriguing features that make learning feel like playing a game for the students.



## CONCLUSION

According to the findings, five participants said Quizizz was highly beneficial for pupils learning English grammar. Student perceptions of Quizizz's favorable effects on their teaching and learning processes are also good. Quizizz assists students in learning English grammar, expands their vocabulary, boosts their excitement for learning, and helps them get rid of boredom. Quizizz also helps students stay motivated while learning in class. The motivation of pupils is the key factor in boosting their focus during the learning process, which is why this situation has arisen. The student's concentration will therefore be affected by this logic since their intense focus will make them think critically and increase their motivation to achieve the highest grade. Quizizz also influences how comfortable they feel while learning. As a result, because of its appealing qualities, comfort will make them more enthusiastic, curious, and willing to engage in educational activities. The next option is Quizizz, which can still be used as an engaging educational tool to boost motivation for supporting other learning.

## ACKNOWLEDGMENTS

The authors express the deepest gratitude to Mr. Totoh Tauhidin Abas, S.Pd., M.Pd and Mr. Hilmansyah Saefullah, SS., M.Pd. I who has already given me support in terms of time to finish this writing

## REFERENCES

- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of educational psychology*, 84(3), 261.
- Bhagat, K. K., & Spector, J. M. (2017). Formative assessment in complex problem-solving domains: The emerging role of assessment technologies. *Journal of Educational Technology & Society*, 20(4), 312-317.
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability (formerly: Journal of personnel evaluation in education)*, 21, 5-31.
- Brown, H. D. (2002). English language teaching in the "post-method" era: Toward better diagnosis, treatment, and assessment. *Methodology in language teaching: An anthology of current practice*, 9, 18.
- Cappellini, M. (2005). *Balancing reading & language learning: A resource for teaching English language learners, K-5*. Stenhouse Publishers.
- Cook, B. R., & Babon, A. (2017). Active learning through online quizzes: Better learning and less (busy) work. *Journal of Geography in Higher Education*, 41(1), 24-38.
- Frank, J. (2012). The Roles of Assessment in Language Teaching. In *English Teaching Forum* (Vol. 50, No. 3, p. 32). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
- Gikandi, J. W., Morrow, D., & Davis, N. E. (2011). Online formative assessment in higher education: A review of the literature. *Computers & education*, 57(4), 2333-2351.
- Goh, M. (2022). Formative Assessment. *Associate Dean at Amity Global Institute*, Singapore.
- Ismail, M. A. A., Ahmad, A., Mohammad, J. A. M., Fakri, N. M. R. M., Nor, M. Z. M., & Pa, M. N. M. (2019). Using Kahoot! as a formative assessment tool in medical education: a phenomenological study. *BMC medical education*, 19(1), 1-8.
- Lee, C. K. (2010). An overview of language learning strategies. *Annual Review of Education, Communication & Language Sciences*, 7.

- Lestari, T. W. (2019). Kahoot! And Quizizz: A Comparative Study On The Implementation Of E-Learning Application Toward Studentsâ?? Motivation. *Karya Ilmiah Dosen*, 2(2).
- Linn, R. L., & Miller, M. D. (2005). *Measurement and Assessment in Teaching* (8th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Lyons, N. (2010). Reflective Inquiry: Foundational Issues—“A Deepening of Conscious Life”. *Handbook of reflection and reflective inquiry: Mapping a way of knowing for professional reflective inquiry*, 25-44.
- McLaughlin, T., & Yan, Z. (2017). Diverse delivery methods and strong psychological benefits: A review of online formative assessment. *Journal of Computer Assisted Learning*, 33(6), 562-574.
- Pertiwi, A. P. (2020). Using The Quizizz as an Assessment of Students' English Learning. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 5(1), 37-44.
- Rahayu, I. S. D., & Purnawarman, P. (2019, June). The use of Quizizz in improving students' grammar understanding through self-assessment. In *Eleventh Conference on Applied Linguistics (CONAPLIN 2018)* (pp. 102-106). Atlantis Press.
- Robertson, S. N., Humphrey, S. M., & Steele, J. P. (2019). Using technology tools for formative assessments. *Journal of Educators Online*, 16(2), n2.
- Saragih, F. H. (2016). Testing and assessment in English language instruction. *Jurnal Bahas Unimed*, 27(1), 74656.
- Shute, V. J., & Rahimi, S. (2017). Review of computer-based assessment for learning in elementary and secondary education. *Journal of Computer Assisted Learning*, 33(1), 1-19.
- Wang, T. H. (2008). Web-based quiz-game-like formative assessment: Development and evaluation. *Computers & Education*, 51(3), 1247-1263.
- Sri Widiastuti, I. A. M., Mukminatien, N., Prayogo, J. A., & Irawati, E. (2020). Dissonances between Teachers' Beliefs and Practices of Formative Assessment in EFL Classes. *International Journal of Instruction*, 13(1).
- Wulandari, W. (2021). *Students' Perception On The Use Quizizz Application By The Teacher As An Assessment Tool In English Subject Of Ninth Grade Students At SMPN 34 Pekanbaru* (Doctoral dissertation, Universitas Islam Riau).
- Zhang, Z. V., & Hyland, K. (2018). Student engagement with teacher and automated feedback on L2 writing. *Assessing Writing*, 36, 90-102.
- Zou, M., Kong, D., & Lee, I. (2021). Teacher engagement with online formative assessment in EFL writing during COVID-19 pandemic: The case of China. *The Asia-Pacific Education Researcher*, 30(6), 487-498.
- Zuhriyah, S., & Pratolo, B. W. (2020). Exploring Students' Views in the Use of Quizizz as an Assessment Tool in English as a Foreign Language (EFL) Class. *Universal Journal of Educational Research*, 8(11), 5312-5317.