

# CHAPTER I

## INTRODUCTION

This chapter covers the background of the study, the identification of the problem, the scope of the study, the research question, the research objective, the research significance, and definition of the key term.

### 1.1 Research Background

The way people learn is changing toward technology, and as a result, learning materials are also changing. Moving into the digital age affects more than just the teaching tools. It also affects how people learn and how they are evaluated. The change toward automation in the learning model includes not only the lessons themselves, but also the ways they are taught and graded. This change is meant to make education more open, flexible, interactive, and personalized so that students can do well in the digital age (Wiseman Mbhiza, 2021). During the COVID-19 pandemic in 2020, education quickly switched from face-to-face to online learning. While schools were closed, people started using online sites and digital tools. Virtual lessons and conversations took place using online learning tools and video chat software. Supported self-directed learning were digital tools like e-books and interactive courses. Despite problems like limited internet access and the digital divide, this change also helped people learn how to use technology properly and created chances for flexible and customized

learning. Overall, the pandemic sped up the reform of education by bringing in technology (Pelikan et al., 2021). As a place for the teacher and the students to share knowledge, the classroom is where teaching and learning happen. Today, COVID-19 is thought to be over because of the pandemic. As time goes on after the pandemic, more and more schools are using technology to help with their lessons. Digital tools, on the other hand, are now seen as something that people do all the time. Most kids and teachers still don't know how to use technology properly. (Haleem et al., 2022).

The application of technology in this age of globalization is necessary due to the existence of significant and sophisticated facilities that are delivered by the learning process. Because of the widespread Covid-19 pandemic, the utilization of technology in the education process is of utmost significance. The significance of the technology's application is required to come after its development. An application or medium that has been designed in a contemporary manner and is used as theory and practice in the process of learning, as well as a source, as a medium for learning, and as a medium for assessment, is what is meant by the phrase "learning using technology" (Lai & Bower, 2019) Information technology is currently the type of technology that sees the most widespread application in educational settings. The presence of information utilized for educational media can yield favorable outcomes for students, as it facilitates the acquisition of necessary information during the learning experience.

In contemporary times, the English language serves not only academic purposes but also as a vital component of 21st-century life skills (Fatimah & Santiana, 2017). English language proficiency is widely regarded as an invaluable asset for achieving success in life, given the abundance of career opportunities and the prevalence of globalization in the contemporary world. The Indonesian government has placed emphasis on enhancing proficiency in foreign languages, specifically English, by means of diverse programs and initiatives (Zein et al., 2020). One such program involves increasing the quota for learning English at the secondary school level, providing students with more opportunities to enhance their language proficiency (Kementerian Pendidikan dan Kebudayaan, 2020). A program aimed at augmenting students' language proficiency involves the expansion of the English language learning quota at the secondary school level, thereby affording them greater opportunities to improve their linguistic skills. Furthermore, English teachers have access to various professional development programs, including workshops and training courses, designed to improve their pedagogical abilities.

Despite the conclusion of the COVID-19 pandemic, the incorporation of technology in education has become an imperative in the current landscape. In addition to facilitating the delivery of instructional content to students, the utilization of technology also supports educators in administering student evaluations (Coman et al., 2020). The teacher's increased effort to encourage students to acquire English language

proficiency and employ effective learning techniques to enhance their linguistic abilities (Tomak & Seferoğlu, 2021). In addition to the issue of acquiring learning strategies, educators assess student learning outcomes through various means, serving as a mechanism for students to enhance their learning (Assessment for Learning) and reflect upon and augment their learning (Assessment as Learning).

The Covid-19 pandemic has presented a challenge to the education sector in the form of learning loss. This phenomenon pertains to the reduction in academic advancement or retention of knowledge that arises when students are not exposed to regular and organized learning opportunities. The COVID-19 pandemic has led to a surge in the adoption of online learning, which has prompted concerns regarding the potential for learning loss among students (Pelikan et al., 2021). Studies have indicated that there exists a correlation between online learning and a decline in academic performance, especially among students who were previously experiencing academic difficulties. According to (Allo, 2020), The outbreak of the pandemic has led to a noteworthy reduction in the academic achievement of students, as evidenced by an average learning deficit of five to nine months in mathematics and four to seven months in reading. The study also found that students who identify as members of ethnic minority groups and those who come from economically disadvantaged households experienced greater levels of academic decline when compared to their peers. There exist multiple factors that may lead to a decline in learning

outcomes associated with online education. A significant challenge posed by remote learning is the absence of in-person communication and assistance from instructors and classmates, potentially resulting in reduced levels of drive and involvement. An additional factor to consider is the likelihood of diversions and disturbances within the domestic setting, which may impede students' capacity to concentrate and acquire knowledge.

In order to address the issue of learning loss during remote learning, it is crucial to offer students personalized and compelling instruction of superior quality that caters to their unique requirements (Singh et al., 2021). Educators are able to reduce the amount of learning that students lose due to the use of remote learning, improve student engagement, and support academic progress by providing students with personalized and compelling instruction of a superior quality. Because we place such an emphasis on the unique requirements of each student, we can guarantee that they will all receive the assistance they require to be successful in their independent study. In addition, ensuring that all students have access to resources and technology can help ensure that they have the tools necessary to be successful in their studies.

The teaching and learning process that takes place online contributes to the phenomenon of learning loss during the pandemic (Kertih et al., 2023). During the pandemic, the shift toward teaching and learning through online platforms has resulted in a loss of learning. Learning through the internet reduces opportunities for interaction and engagement, which is bad



for both comprehension and motivation. Technological barriers, such as restricted internet access, prevent students from fully participating in class discussions. The absence of a set schedule and routine in online education creates challenges for time management and concentration. Because of the limited opportunities for social interaction and learning from one's peers, there is less opportunity for the exchange and feedback of ideas. Students' inability to focus and lack of motivation are both impacted by the growing number of distractions and lack of accountability they face at home. Efforts to prevent the loss of learning include providing support, establishing clear guidelines, employing interactive teaching methods, maintaining open lines of communication, and bridging the digital divide. Students who struggle to concentrate, students who do not have support from outside sources, and students who do not have self-motivation are some of the characteristics of students who experience learning loss, which has a significant impact on the learning process for students (Gustiani & Sriwijaya, 2020)

The advancement of technology in this contemporary era of globalization can be applied to the field of education to provide more complex facilities for the learning process. This can be done in light of the fact that globalization is taking place in this modern era. The application of technology in educational settings is absolutely necessary in the contemporary climate, particularly in the midst of the COVID-19 pandemic (Phan et al., 2021a). It cannot be overstated how important it is to make sure that you are always keeping up with the latest technological

advances. The term "educational technology" refers to the utilization of today's software programs and other forms of contemporary media in the theoretical and practical facets of the educational process (Ghavifekr & Rosdy, 2015). It is both a source of knowledge and a medium through which learning can take place, as well as a tool for evaluating performance. In the middle of the COVID-19 pandemic, there has been a rise in the popularity of online education. Students' intellectual growth is significantly influenced by the utilization of online learning, which has a huge impact on the field. Singh et al., (2021) explained that online learning has resulted in positive results such as increased accessibility to learning resources for students, as well as greater flexibility in terms of temporal and geographical limitations during the process of learning. One of the most notable advantages of online learning is that it allows students to learn at their own pace and in their own environment.

The teachers have to work on improving everything that needs to be improved to support the teaching and learning process that is currently being carried out. One of these activities is to carry out an evaluation of the students. When conducting assessments as part of the learning process, teachers are required to provide students with accurate assessment tools so that the teachers can evaluate students' abilities in relation to real-world scenarios. A student's grade and their level of competency are both determined by an assessment tool (Schellekens et al., 2021a). Enhancing teaching and learning, including the assessment of students, is largely the

responsibility of teachers. When it comes to measuring the abilities of students, determining their grades, and evaluating their level of competence, having accurate assessment tools is necessary. These tools assist in determining critical competencies, aligning with real-world scenarios, and identifying areas for improvement. They not only guide instruction but also promote growth, provide students with valuable feedback, and help students develop. The consistent development of new and improved assessment methods improves the overall quality of the educational experience and contributes to the academic success of students. Teachers are required to devise evaluation tools that are in line with the most recent technological advancements as part of the process of developing lesson plans. English teachers need to have knowledge of how to integrate technology, as well as how to develop content and learning processes that engage students and provide meaningful feedback, in order to ensure that their grading system produces accurate results (Bui, 2022). Applications based on technology can be used to evaluate a variety of linguistic abilities, such as listening, reading, writing, and reading. These kinds of applications give educators the ability to carry out evaluations in a way that is objective and genuine, so they can track their students' progress as they are learning.

The swift progression of technology can provide support for the evaluation process that is carried out by educators. Not all educators are able to accurately assess whether or not they are capitalizing on the rapid advancement of technology in their classrooms. In addition, a growing



number of educators are beginning to make use of technological resources during the grading process (Fadhilah et al., 2021a) The evaluation process in education can benefit significantly from the assistance that technology provides. It provides improved assessment tools, data analysis capabilities, online grading systems, adaptive assessments, digital portfolios, and improved communication and collaboration channels. In order to improve teaching and learning outcomes, educators can now more accurately evaluate the progress of their students by utilizing technology, which also enables them to personalize instruction, provide timely feedback, and make decisions that are data-informed. The evaluation process makes extensive use of various applications, some examples of which include Padlet, Google Forms, Kahoot application, word walls, Kahoot and so on. As a result, continuing education for educators is essential in order to provide a broad understanding of innovations that have the potential to be implemented in the classroom, particularly in the administration of tests (Tran et al., 2022)

In recent years, there has been a rise in the prevalence of using technology-based assessment in the process of language learning. According to a number of studies, using technology to evaluate students' language learning progress can have a beneficial effect on overall achievement (Ahmadi, 2017). Learners can receive immediate feedback from technology-based assessments, which is one of the reasons for this phenomenon. This means that they are better able to recognize their errors and make the necessary corrections, which in turn can speed up their

progress in learning the target language. Students can potentially have a more interesting educational experience when using technology-based testing, which is another advantage of using such methods. Learners may be more motivated to participate in the assessment process if they have access to interactive activities and multimedia resources. This may ultimately result in improved language learning outcomes. In general, there is a positive correlation between the use of technology-based assessment and successful language learning. Educators and students alike have the opportunity to improve the learning process's efficacy and productivity simply by incorporating technological tools into language-learning evaluations.

Online quizzes, computer simulations, and even game-based tests are all examples of the many incarnations that technology-based evaluations can take. These assessments are capable of measuring a wide variety of skills and knowledge, including critical thinking, problem-solving, and creative ability, among others (Bereczki & Kárpáti, 2021). According to the findings of the study, using technology to conduct assessments has the potential to increase the reliability and validity of test results, cut down on the amount of time and money spent on grading, and give instructors and students access to more specific feedback. Nevertheless, it is of the utmost importance to make sure that technology-based assessments are in line with learning goals and that teachers receive the appropriate training to use them effectively.

According to Licorish et al., (2018), One of the applications that is easy and free to use is Kahoot application. The application Kahoot! can increase students' intrinsic motivation. After integrating Kahoot, he found that active learning, student engagement, self-efficacy, independent learning, and summative assessment results all increased significantly. Educational institutions use Kahoot, a free, easy-to-use app. It's easy for teachers and students. The platform's simple interface lets educators create and customize quizzes, surveys, and discussions. Students can easily join Kahoot sessions on their own devices. Kahoot's free version has many educational features. Teachers can create, save, and share Kahoots. Students can compete with classmates, learn interactively, and receive immediate feedback. Kahoot's free version supports multiple-choice questions, making assessment creation and administration easy. The platform's reporting and analytics capabilities help teachers track student progress and performance. Kahoot is also versatile. It can be used in in-person and remote learning environments, making it flexible. Educators like Kahoot because it's easy to use and free.

According to Bicen & Kocakoyun, (2018) The reading abilities of students can be significantly improved with the help of the Kahoot application. Reading comprehension quizzes, vocabulary development exercises, reading fluency practice, text structure and analysis assessments, reading engagement and motivation activities, and collaborative reading exercises are just some of the features that can be used for this purpose and are offered by the program. Teachers are able to provide students with

interactive and interesting learning experiences by utilizing the platform Kahoot in conjunction with reading-based activities. Students' engagement, critical thinking, vocabulary growth, and ability to work together are all improved by Kahoot's gamified format, immediate feedback, and timed activities. Overall, Kahoot is an efficient tool that can help students improve their reading comprehensions and create a more engaging learning environment for themselves.

The preliminary observation took place at SMPN 1 Selemadeg. During the preliminary observation activities that were carried out as part of the ongoing professional development activities, it was discovered that the majority of the educators who took part in the professional development activities admitted that they did not yet comprehend how to make appropriate use of technology in the administration of assessments. Despite this, some educators have attended training sessions hosted by Google on how to best facilitate learning through the utilization of various technological tools. The post graduate program was motivated to organize a professional development event in order to provide teachers with the opportunity to gain knowledge of how to administer skill-based assessments. It is essential for educators to continue their education because the majority of classroom teachers are not utilizing the potential benefits of technology in the grading process. Because the teachers had never received training on how to use the app when administering assessments, they were very appreciative of the professional development that was provided by

Undiksha. In addition, teachers will acquire new knowledge regarding how to implement various applications of technology in the process of assessing their students, particularly the use of applications in the assessment process. It goes without saying that participants in ongoing professional development have a finite amount of time. They need to conduct follow-up research in the form of support and analysis of the impact of utilizing technology in the evaluation, particularly the utilization of applications. Even after professional training has been completed, it is necessary to conduct an investigation into the ways in which the support has been utilized and the effects it has had. This study focuses on implementing professional development in technology-based evaluation at SMPN 1 Selemadeg by utilizing an application. The fact that the Kahoot app is both cost-free and simple to operate was a major factor in our decision to use it.

## **1.2 Problem Identification**

The use of technology in assessment is crucial for innovative, objective, and appropriate evaluation. However, some The teacher lack of experience in integrating and implementing technology especially using Kahoot for assessing student reading skill in classroom, despite using it for teaching after the Covid-19 pandemic. Many The teacher do not take full advantage of technological advancements, particularly in the assessment process. Professional development is essential to learn how to use technology named Kahoot app can be effectively in the learning and assessment process. The teacher must learn to develop and apply relevant



assessments that align with technological advancements. Middle school English The teacher require support and assistance in creating technology-based assessment tools and designing an English learning process that aligns with the evaluation tool. Students also face difficulties in reading English, which highlights the need for effective assessment tools that promote communication and discussion.

### **1.3 Limitation of Study**

To narrow the scope of this research, the study focused on the participation of English The teacher in a professional development program that used technology-based assessment, specifically the in implementing Kahoot application, and their perceptions and implementation of it in teaching English as a foreign language to seventh grade students at SMPN 1 Selemadeg, was primarily interested in analyzing the effectiveness of using the Kahoot application for assessments, particularly in evaluating students' reading skills in terms of recognizing words, understanding vocabulary, making inferences and drawing conclusions, identifying main ideas and supporting details, recognizing text structure, and evaluating the author's purpose and tone.

### **1.4 Research Question**

The research questions could be formulated based on the background above.

1. How did English The teacher learn to use Kahoor Application during the professional development on technology-based in reading achievement assessment was conducted?
2. What are English The teacher' perceptions about using Kahoot application for assessment in the seventh grades at SMPN 1 Selemadeg?
3. How do the English The teacher implement Kahoot applications in assessing students' reading skills?
4. Does the implementation of the Kahoot application affect the reading achievement of the seventh-grade students of SMPN 1 Selemadeg?

### **1.5 Research Objectives**

Based on the research question above, the objectives of the research could be formulated as follows:

1. To describe how English The teacher learn to use Kahoot Application during the professional development on technology-based assessment was conducted
2. To describe English The teacher' perceptions about implementing Kahoot application for assessment in the seventh grades at SMPN 1 Selemadeg.

3. To describe how the English The teacher implement Kahoot applications in assessing students' English skills
4. To find whether the implementation of the Kahoot application affect the reading achievement of the seventh-grade students of SMPN 1 Selemadeg

### **1.6 Research Significance**

The theoretical and practical significance of this research could be described as follows.

#### **1.6.1 Theoretical Significance**

The theoretical significance of this research is expected to support the theory about professional development on literacy-based assessment for Seventh-grade English The teacher and the teacher's perceptions and the effect of Implementation on the learning process of seventh-grade junior high school students. In addition, this research is also expected to positively contribute to the implementation of authentic assessment by using the Kahoot application for seventh-grade junior high school students.

#### **1.6.2. Practical Significant**

This research is also important to provide information that can help students, researchers, and future researchers.

a. For Students

This research is expected to positively impact students because the students have a new experience in using the Kahoot application in the learning process.

b. For Teacher

The results of this study are expected to provide information and experience regarding professional development on literacy-based assessment for ninth-grade English The teacher and the teacher's perceptions, and the effect of Implementation on the learning process of Ninth-grade junior high school students. This research can also be a reference for The teacher developing assessment media in the teaching process.

c. For the next researcher

The results of this study can also be a reference for other researchers if other researchers want to research similar topics

## **1.7 Definition of Key Terms**

### **1.7.1 Conceptual Definition**

#### **1.7.1.1 Assessment In ELT**

The purpose of the evaluation was to gather pertinent information about the performance or progress of the students,

as well as determine whether the students were interested in making judgments about their learning process (Levi & Inbar-Lourie, 2019a). As soon as the teacher has this information, they are able to consider each student's level of achievement as well as the particular tendencies of a group, and then modify the lesson plan so that it corresponds to the teaching strategy that they will develop. After the findings of the assessment have been collected, the process of assessment can then begin. The term "assessment" refers to the process of comparing the results of an evaluation to a standard instrument to assign qualities, dimensions, or quantities (in the form of numbers or letters) to the results of the evaluation. An evaluation is a process that involves attributing a status, decisions, or values to an evaluation and the result of an evaluation (Abtokhi et al., 2021).

#### 1.7.1.2 Kahoot and EFL Teaching

Kahoot is a learning platform that is based on games and is used in schools and other educational institutions as an example of educational technology (Licorish et al., 2018b). Its learning games, known as "kahoots," are multiple-choice quizzes that allow user generation and are accessible via a web browser or the kahoot app. Kahoot can be used to assess students' formative learning, review students' prior knowledge,



or provide a break from the more traditional classroom activities. Kahoot also includes trivia quizzes.

The phrase "Kahoot and EFL Teaching" refers to the incorporation of the Kahoot online learning platform into various English as a Foreign Language (EFL) teaching methodologies (Licorish et al., 2018). Kahoot is a popular platform for interactive learning that gives teachers the ability to create and run quizzes, games, and surveys in a format similar to that of a video game. It gives teachers the ability to actively engage students in the learning process, to promote learning through competition, and to evaluate students' comprehension of a variety of subjects (Manurung & Sari, 2023a).

When applied to the teaching of English as a Foreign Language (EFL), Kahoot has the potential to become a useful tool that can improve language learning and practice (Manurung & Sari, 2023). It provides a wide variety of features that can be utilized to instruct and reinforce vocabulary, grammar, reading comprehension, listening, and speaking skills, as well as cultural awareness. Teachers can make their English as a Foreign Language (EFL) classes more engaging, interactive, and enjoyable for their students by using Kahoot to create quizzes and other interactive activities.

It is possible to tailor Kahoot quizzes to target particular language skills, evaluate comprehension, reinforce language concepts, and promote collaborative learning. Students can compete against one another in a head-to-head challenge by correctly answering questions and earning points. They can do this either individually or in teams. This gamified approach encourages student engagement and motivation, thereby elevating the learning process to a more dynamic and interactive level (Rochimah & Muslim, 2021).

Educators who teach English as a foreign language (EFL) can foster active participation, student-centered learning, and the growth of language skills by incorporating Kahoot into their lesson plans. This will create an immersive and interactive learning environment. Students will have the opportunity to have fun while engaging in productive and beneficial activities that will help them improve their English language skills.

#### 1.7.1.3 Perception

The act of interpreting sensory information in order to form an understanding of the world that is all around us is known as perception. It requires using our senses to gather information and then using our cognitive processes to organize that information and make sense of it. The act of perceiving

something is an intricate and ever-changing procedure that is susceptible to being shaped by a wide range of elements, such as one's prior knowledge, their expectations, and the surrounding environment.

Recent studies have shown that our past experiences, beliefs, and expectations all play a role in shaping our perceptions, which means that perception is not a process that is entirely objective. For instance, Licorish et al., (2018) conducted a study in which they found that the perception of rats' sensory stimuli was influenced by their prior experience with those stimuli. This was found to be the case. The study showed that rats that had experienced a sensory stimulus in a positive context were more likely to perceive it as rewarding, whereas rats that had experienced it in a negative context were more likely to perceive it as aversive. The researchers found this to be the case by comparing the rats' responses to the stimulus depending on the context in which they had experienced it.

In addition to one's prior experiences, one's expectations can also play a role in shaping their perceptions. The researchers Mitra & Purnawarman (2019) found that people's expectations about the level of pain they would experience had a significant impact on how they experienced it. The findings of the study

demonstrated that participants who were informed that they would experience a painful stimulus rated the same stimulus as being significantly more painful than those participants who were informed that they would not experience any pain from it.

Additionally, one's surroundings are able to color their perceptions in some ways. Rahma Hakiki (2021) conducted a study in which they discovered that the temperature of people's surroundings had an effect on how accurately people perceived the temperature. The findings of the study demonstrated that people who were in a cooler environment perceived a temperature that was considered warm to be even hotter than those people who were in a warmer environment.

In general, perception is a multifaceted and ever-evolving process that is susceptible to being shaped by a wide range of factors. These factors can have an effect on how we interpret sensory information in order to make sense of the world around us. Some examples of these factors include prior experience, expectations, and context.

#### 1.7.7.4 Professional development for English The teacher

In the field of education, continuing one's education through professional training is an essential component of one's career, and this is especially true for English teachers. Teachers

can improve their knowledge, skills, and overall understanding of instructional methods through participation in professional development opportunities, which, in turn, contributes to the enhancement of the overall instructional experience that they provide for their students. Activities for professional development can come in many shapes and sizes, including going to conferences, workshops, or seminars; taking part in online courses; working with other educators; and conducting research. By participating in these activities, English teachers are able to connect with other educators, share ideas and experiences, stay current with the most recent teaching methods, technologies, and resources, and stay connected with students.

Continual professional development for English teachers is a topic that has been the focus of a number of studies in recent years. For instance, Anggraini et al. (2020) conducted a study in which they found that English teachers who participated in professional development activities reported increased confidence in their teaching abilities, improved teaching strategies, and better student engagement and achievement. Another study conducted by the National Council of Teachers of English (NCTE) came to the conclusion that teachers can benefit from professional development in a number of ways, including the development of new skills and strategies that can



be of use to their students, as well as staying current with changes in curriculum standards and educational policies.

In addition, English teachers who are responsible for classes comprised of students from a wide range of backgrounds often find that continuing their education is of the utmost importance. According to Christoforidou & Kyriakides (2021) professional development can assist educators in better understanding the needs of students who come from a variety of cultural backgrounds and in meeting those needs. This, in turn, can improve the learning outcomes for students.

In conclusion, continuing one's education through professional development is an essential component of a successful teaching career, and it is of particular significance for educators of the English language. By participating in ongoing professional development, English teachers have the opportunity to enhance their instructional strategies, remain current with developments in the field, and ultimately provide their students with the best education that is currently available.

#### 1.7.7.5 Reading skill

Reading is an activity that involves gaining new knowledge by consuming written material. Nevertheless, there are circumstances in which a reader is unable to obtain all of the information and construct the same meaning as the author

intended. Therefore, in order for readers to obtain the appropriate amount of the new information, they need to have some level of comprehension of the text.

According to Rochimah & Muslim (2021), reading comprehension is "the process of making sense of words, sentences, and connected text." According to what they said, comprehension is the process of inferring the meaning of one word in a text from the meaning of another word. In order to better comprehend the written texts they encounter, readers naturally rely on prior knowledge, vocabulary, grammatical knowledge, previous experience with the text, and various other strategies.

In addition, Rachman et al. (2018) stated that in order for readers to have good reading comprehension, they need to be able to extract information from a text and combine it with information that they already possess. Reading requires the development of certain processes and abilities, such as word recognition, the expansion of vocabulary, an awareness of text structure, and reading strategies. Readers must develop these processes and abilities. All of these components are the foundation of reading instruction, and if students are successful with them, it will encourage them to become better readers who are actually able to comprehend the material they are reading.

In addition, Namaziandost et al., (2019) stated that comprehension of reading involves a great deal more than simply the reader's responses to the text. Reading comprehension is a multi-step, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself. This process also involves many interactions between readers and what the text itself brings to the table. In addition, the term "reading" refers to the thorough reading that is involved in the process of comprehending written text.

## **1.7.2 Operational Definition**

### **1.7.2.1 Technology-based Assessment**

The study defines technology-based assessment as the assessment method utilized by educators through electronic devices like computers, LCDs, and mobile phones to enhance the assessment process with greater efficiency and interest. There are several advantages to implementing educational technology in student assessment, including time-saving, making learning more engaging and comprehensive, providing immediate feedback to benefit The teacher in conducting classroom activities and assessments.

#### 1.7.2.2 Perception

In the current research, the term "perception" refers to an individual's interpretation of the information related to technology-based assessments that are implemented in schools, as well as their observation of student responses by actively participating in the classroom and providing feedback on the learning process that is facilitated by the Kahoot application, which is utilized as a tool for technology-based assessments.

#### 1.7.2.3 Professional Development

Individuals have the ability to acquire the knowledge and skills necessary to effectively apply them in their teaching practices by participating in training for professional development. Through the process of determining desired learning outcomes and selecting appropriate training components, the training procedure can contribute to the enhancement of learners' efficacy. A greater understanding of educational programs, improved confidence in teaching, greater awareness of the education field, and the utilization of innovative teaching and assessment techniques are some of the benefits that teachers experience as a result of participating in professional development activities. These

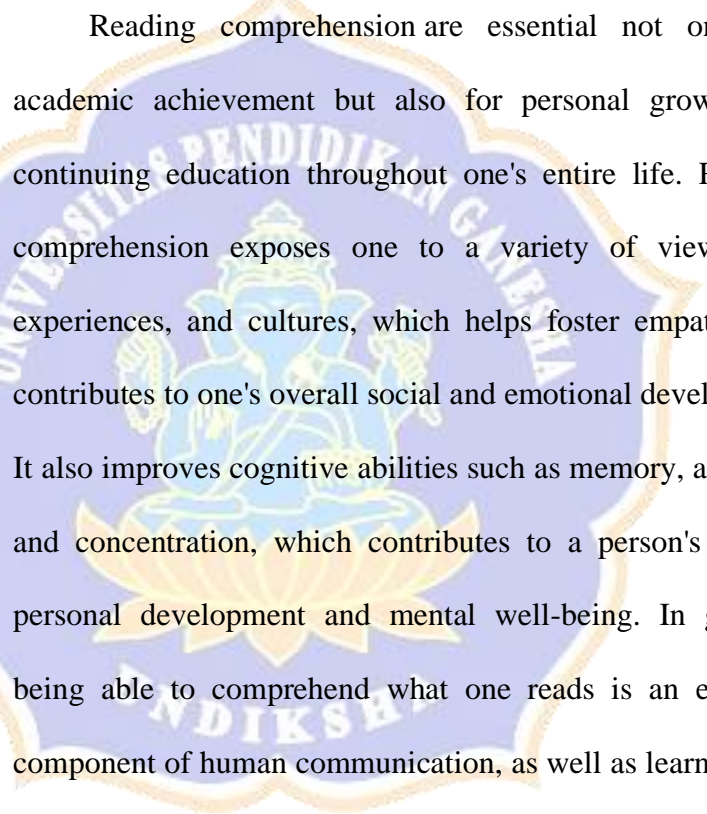
modifications to the way the teacher approach their subject matter integrate the teacher's knowledge and actions in a variety of settings, both inside and outside of the classroom as well as professional development programs. It is more likely that teachers who participate in professional development will improve their teaching practices and enhance their knowledge and skills to align with current standards and assessments when compared to those teachers who do not participate. In the current investigation, the term "professional development" refers to the utilization of the application Kahoot as a technology-based assessment tool for the purpose of instructing students in reading comprehension.

#### 1.7.2.4 Reading Skill

Reading comprehension is defined as the capacity to understand and make sense of written text. It requires a variety of subskills such as knowledge of vocabulary, understanding of grammar and syntax, critical thinking, and the ability to draw inferences from given information. The ability to read is useful in a wide variety of fields, as well as in day-to-day life. This is the primary reason for the significance of reading comprehensions. Reading comprehensions are essential for academic success because it



is impossible to comprehend and evaluate texts in a variety of academic fields without reading comprehensions. These fields include science, social studies, and literature. Reading helps develop a rich vocabulary as well as an understanding of grammar, which both contribute to an improvement in one's ability to communicate.



Reading comprehension are essential not only for academic achievement but also for personal growth and continuing education throughout one's entire life. Reading comprehension exposes one to a variety of viewpoints, experiences, and cultures, which helps foster empathy and contributes to one's overall social and emotional development. It also improves cognitive abilities such as memory, attention, and concentration, which contributes to a person's overall personal development and mental well-being. In general, being able to comprehend what one reads is an essential component of human communication, as well as learning and development.