

# CHAPTER 1

## INTRODUCTION

### 1.1 Research Background

During the Covid-19 pandemic, the educational environment has undergone a paradigm shift in many schools, both nationally and internationally (Sajjad et al., 2018). (Daniel, 2020) also stated that the Covid-19 pandemic has changed the learning system in the world. In Indonesia, the government has set a rule that learning is carried out online. This is to prevent crowds at schools that can spread the corona virus. Online learning must be carried out optimally without any activities that students can do at school. Due to online learning, the learning and assessment process during the pandemic is carried out online using a number of computer-based and mobile-based applications. In fact, during online learning students still come to school to collect assignments using paper or books. According to (Puspitayani et al., 2020), there are several English teachers who still use textbooks and paper-based worksheets in online learning. Even the assessment is also carried out on paper even though the National Examination uses a Computer Based Test (CBT). According to Fouts (2002), as quoted in (Amalia, 2020), it is stated that schools must be part of the increasingly sophisticated technological developments in the world. According to (Amalia, 2020), the rapid development of technology shows that there will always be new technology, new resources, and new learning strategies.

Assessment is an important part of teaching and learning that determines the achievement of student learning outcomes (Sajjad et al., 2018). Assessment is an important thing in learning and teaching activities to find out how students' achievement, know the difficulties faced by students, know the achievement of learning goals, etc. According to (Sajjad et al., 2018), the covid-19 pandemic period caused long-term effects in terms of changes in teaching and learning, assessment, and teaching methods. Teaching and learning activities carried out online will require an online assessment tool that is easy to use by teachers and students. Assessment is important to improve the quality of student learning so that its development occurs continuously following the education system. Online learning carried out during a pandemic requires assessment platforms that can be used online.

An online assessment of student learning outcomes needs to be done by teachers in online learning during the Covid-19 pandemic. According to (Puspitayani et al., 2020) , online or e-assessment can be defined as the use of a web tool by the teacher to provide

student assessments performance in the teaching and learning process. Nowadays, there are many platforms that teachers can use to carry out online learning, especially as an online assessment. In education, we can use web assessment tools, also known as electronic assessments (e-assessments), to keep up with technological developments (Cohen & Sasson, 2016). According to Whitelock (2009), as cited in (Salas et al., 2012), there are two main advantages of using online assessment in online learning, namely: it can reduce teacher working time on assessments and allow rapid teacher feedback on student learning outcomes. Learning platforms that teachers can use as an online assessment tool, such as Google Classroom, Quizizz, Kahoot, Microsoft Teams, Moodle, Schoology, Google Form, and Voxohop (Ramadhani, 2020).

The use of platforms as an online assessment must also consider how students perceive the use of these platforms. Robbin and Judge stated that there is a relationship between perception and how individuals make decisions. (*Schat Sean*, 2014), in the field of education, students' perceptions are important to be considered in making educational decisions. According to (Jannah et al., 2020a), knowing students' perceptions is important for teachers to conduct evaluations after knowing student perceptions. Knowing students' perceptions is important so that teachers can evaluate the use of the platform whether it is good or there is still something to be improved on. After the teacher knows the students' perceptions, the teacher can realize the advantages and disadvantages of the teaching methods that they use and can find out what students like and don't like. Then after the teacher knows the students' perceptions, the teacher can decide what and how the next lesson is carried out. The selection of the assessment platform must be in accordance with the abilities possessed by students.

Quizizz is a learning platform that teachers can use as an online assessment tool. According to (Zuhriyah & Pratolo, 2020), currently, the Quizizz application is commonly used in online learning and is used as an assessment tool at almost all levels of education. This application is different from other applications because by using this application students can interactively work on the questions given to their smartphone, students who take the test with this application can see their ranking, students can also see their position or ranking among other students. In addition, in this application, the teacher can make questions with colorful designs and can be accompanied by pictures. According to Reid (2016) as quoted in (Amalia, 2020), states that Quizizz manages quiz data well. The Quizizz way manage and store game data in a user-friendly manner. It has several options not only for

students but also for the whole class. Data or reports can be checked via Quizizz the website can then be downloaded as an Excel spreadsheet that can be shared directly to parents' email.

There are seven previous studies on similar topics have been conducted about the use of Quizizz as an online assessment tool in teaching and learning process. The first study was conducted by (Permana & Permatawati, 2020) entitled “Using Quizizz as a Formative Assessment Tool in German Classrooms”. This previous research has examined the use of Quizizz as a formative assessment tool but in the German Classroom. So that the present study will examine the use of Quizizz as an assessment tool but in specifically English lessons. The second study entitled “Testing Goes Mobile – Web 2.0 Formative Assessment Tools” by (Bury, 2017) aimed to investigate and assess the pedagogical impact of some web 2.0 assessment tools, namely Kahoot and Quizizz. This previous research has examined the pedagogical impact of some web 2.0 assessment tools, namely Kahoot and Quizizz. So that the present study will examine the use of Quizizz as an assessment tool but specifically on how students perceive the use of Quizizz by using quantitative and qualitative research methods (mixed-method research).

The third study entitled "Analysis of Online Quizzes as a Teaching and Assessment Tool" by (Salas et al., 2012) aimed to test the effectiveness of quizzes on student performance when used, not only as an isolated assessment tool but also when integrated into a combined strategy, which supports overall course programming. This previous research has examined the effectiveness of Quizizz as an assessment tool. So that the present study will examine the use of Quizizz as an assessment tool but specifically on how students perceive the use of Quizizz by using quantitative and qualitative research methods (mixed-method research).

The fourth study entitled "Online Quizzes in a Virtual Learning Environment as a Tool for Formative Assessment" by (Cohen & Sasson, 2016) aimed to investigate learning outcomes and the students' attitudes to online Moodle quizzes in order to improve instructional design. This previous research has examined how learning outcomes and students' attitudes on the use of Quizizz as an assessment tool. So that the present study will also examine the use of Quizizz as an assessment tool but specifically on how students perceive the use of Quizizz by using quantitative and qualitative research methods (mixed- method research).

The fifth study was conducted by (Cook & Babon, 2017) entitled “Active learning through online quizzes: better learning and less (busy) work”. This study aimed to to examine the role of online assessments based on prescribed preparatory materials in enhancing student



learning outcomes. This previous research has examined the role of Quizizz as an online assessments for active learning. So that the present study will also examine the use of Quizizz as an assessment tool, but specifically on how students perceive the use of Quizizz by using quantitative and qualitative research methods (mixed-method research).

The sixth was conducted by (Puspitayani et al., 2020) entitled “Developing Online Formative Assessment using Quizizz for Assessing Reading Competency of the Tenth Grade Students in Buleleng Regency”. This study aimed to develop an online quiz prototype using Quizizz and examine the quality of the developed online quiz to assess the reading competence of the tenth-grade student in Buleleng regency. This previous research has developed an online formative assessment using Quizizz for assessing reading competency. So that the present study will also examine the use of Quizizz as an assessment tool but specifically on how students perceive the use of Quizizz by using quantitative and qualitative research methods (mixed-method research).

The seventh study was conducted by (Amalia, 2020) entitled "Quizizz Website as an Online Assessment for English Teaching and learning: Students Perspectives". This study aimed to investigate students' perspectives on the use of Quizizz as an online assessment tool for teaching and learning English, especially in the formative ones. This previous research has examined students' perceptions of the use of Quizizz as an online assessment tool for English teaching and learning using descriptive qualitative methods. So that the present study will also examine the use of Quizizz as an assessment tool but specifically on how students perceive the use of Quizizz by using quantitative and qualitative research methods (mixed- method research)..

In this study, researchers wanted to examine students' perceptions of the use of Quizizz as an online assessment tool for English Teaching and Learning in SMP Negeri 4 Singaraja. SMP Negeri 4 Singaraja is located on Jalan. Srikandi, Sambangan, Buleleng District, Buleleng Regency, Bali. The covid-19 pandemic has caused SMP Negeri 4 Singaraja to carry out teaching and learning online. When researchers carried out PPL activities at SMP Negeri 1 Serririt, researchers found that students still had to come to school to collect assignments or test answers given during online learning. Each class comes to school according to the schedule determined by the school. This certainly reduces the time for students to carry out learning because the schedule for collecting assignments can be done for one week. Besides, students are less trained to use technology. Meanwhile, the teacher also has to check the piling up of student assignments. When the researcher conducted preliminary

observations, the researcher gets information that the use of Quizizz at SMP Negeri 4 Singaraja was very often applied during the pandemic period, especially in English subjects. Teachers use the Quizizz application to take quizzes, daily tests, midterm tests, and end-of- semester exams. The use of Quizizz in the English class takes place in real-time (live) because when the link has been shared by the teacher, students must answer questions. Therefore, researchers are interested in knowing how students' perceptions of the use of Quizizz as an online assessment tool for the English teaching and learning process and what are the strengths and weaknesses of using Quizizz in the English teaching and learning process.

## **1.2 Problem Identification**

Currently, learning and teaching activities are carried out online in almost all parts of Indonesia and even around the world because of the pandemic. Usually, students go to school every day and study together in the classroom. Then all learning activities both material explanation, practice, and assessment are carried out in class. Now all learning activities must be done online. Although there are still some schools that ask students to come to school to collect assignments using paper or books. This is because there are students who have difficulties such as not having a cellphone, not having an internet connection, and some who live in areas with weak signals. According to (Puspitayani et al., 2020), there are several English teachers who still use textbooks and paper-based worksheets in online learning. According to Fouts (2002), as quoted in (Amalia, 2020), it is stated that schools must be part of the increasingly sophisticated technological developments in the world. According to (Amalia, 2020), the rapid development of technology shows that there will always be new technology, new resources, and new learning strategies. Therefore it is important to select and sort the use of technology to support the learning process.

There are many platforms that teachers can use to carry out online learning, both in terms of assigning assignments, materials, and assessments. In the world of education, we can use web assessment tools, also known as electronic assessment (e-assessment), to keep up with technological developments (Cohen & Sasson, 2016). Learning platforms that teachers can use as online assessment tools, such as Google Classroom, Quizizz, Kahoot, Microsoft Teams, Moodle, Schoology, Google Form, and Voxohop (Ramadhani, 2020). The use of a platform as an online assessment must also consider how students perceive the use of the platform. According to (Jannah et al., 2020b) knowing student perceptions is important for teachers to conduct evaluations after knowing student perceptions. Knowing student

perceptions is important so that teachers can evaluate the use of the platform whether it is good or if there is still something that needs to be improved. After the teacher knows the students' perceptions, the teacher can realize the advantages and disadvantages of the teaching methods they use and can find out what students like and don't like. Then after the teacher knows the students' perceptions, the teacher can decide what and how the next lesson is carried out.

Quizizz is a learning platform that teachers can use as an online assessment tool. According to (Zuhriyah & Pratolo, 2020), currently, the Quizizz application is commonly used in online learning and is used as an assessment tool at almost all levels of education. When the researcher conducted preliminary observations, the researcher gets information that the use of Quizizz at SMP Negeri 4 Singaraja was very often applied during the pandemic period, especially in English subjects. Teachers use the Quizizz application to take quizzes, daily tests, midterm tests, and end-of-semester exams. The use of Quizizz in the English class takes place in real-time (live) because when the link has been shared by the teacher, students must answer questions. Therefore, researchers are interested in knowing how students' perceptions of the use of Quizizz as an online assessment tool for English teaching and learning process.

### **1.3 Research Questions**

Based on the background stated previously, the problems of this study can be formulated as follows.

1. How do the eighth-grade students in SMP Negeri 4 Singaraja perceive the use of Quizizz as an online assessment tool for English teaching and learning?
2. What are the strengths and weaknesses of using Quizizz as an online assessment tool for English teaching and learning in SMP Negeri 4 Singaraja?

### **1.4 Research Objectives**

Considering the background and the problems, this study aimed to achieve the following objectives.

1. To identify how the eighth-grade students in SMP Negeri 4 Singaraja perceive the use of Quizizz as an online assessment tool for English teaching and learning.
2. To find out the strengths and weaknesses of using Quizizz as an online assessment tool for English teaching and learning in SMP Negeri 4 Singaraja.

## **1.5 Research Significances**

Based on the objectives of the study, the significances of this study can be seen as follows. The results of this study are expected to be beneficial for teachers, students, and researchers.

### **1. For the teachers**

The results of this study will describe students' perceptions of the use of Quizizz as an assessment tool during online learning, so it is hoped that with the results of this study, the teacher will know how students' perceptions of using Quizizz are, and then evaluate the learning carried out. In addition, the results of this study also explain what are the strengths and weaknesses of using the Quizizz application as an online assessment tool, so it is hoped that the results of this study will be useful for teachers in determining the suitable platform for the online assessment tool.

### **2. For the ELE students**

The results of the study will describe students' perceptions of using Quizizz as an assessment tool during online learning and what are the strengths and weaknesses of using Quizizz as an online assessment tool. This research can be useful for ELE students because it can use this research as a reference for conducting related research. ELE students can gain knowledge about the theory of perception, Quizizz applications, and online assessment.

## **1.6 Research Scope**

In order to make any misinterpretation of the problem, the researcher would like to limit the scope of the study. This study will be conducted to identify the students' perception on the use of Quizizz as an online assessment tool for English teaching and learning in SMP Negeri 4 Singaraja and to find out the strengths and weaknesses on the use of Quizizz as an online assessment tool for English teaching and learning in SMP Negeri 4 Singaraja. The subject of this study is two classes of eighth-grade students in SMP Negeri 4 Singaraja