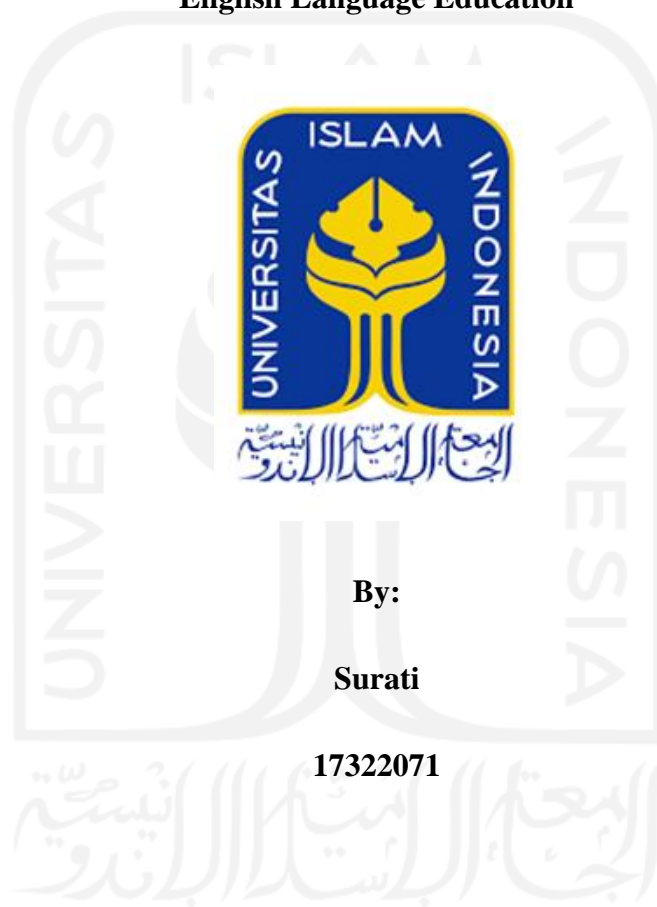


Using Quizizz as a Formative Assessment for Junior High School Students

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



By:

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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

ISLAMIC UNIVERSITY OF INDONESIA YOGYAKARTA

2021

APPROVAL SHEET
USING QUIZIZZ AS A FORMATIVE ASSESSMENT FOR JUNIOR HIGH
SCHOOL STUDENTS

Conveyed by

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Approved at April 6th, 2021

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A handwritten signature in black ink, appearing to be 'IP', is written over the supervisor's name.

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 6 April 2021

Writer,



Surati

17322071

الجمعة الاثنتان الاثني عشرية

MOTTO

“Should consistently pursue the disciplines in which you are studying. You can be as consistent as I”.

(B.J. Habibie)

“I think that there’s no need to live your life based on the standards of others. Everyone says ‘dream big’, but I don’t think you have to fiercely like that all the time”.

(Namjoon Kim)

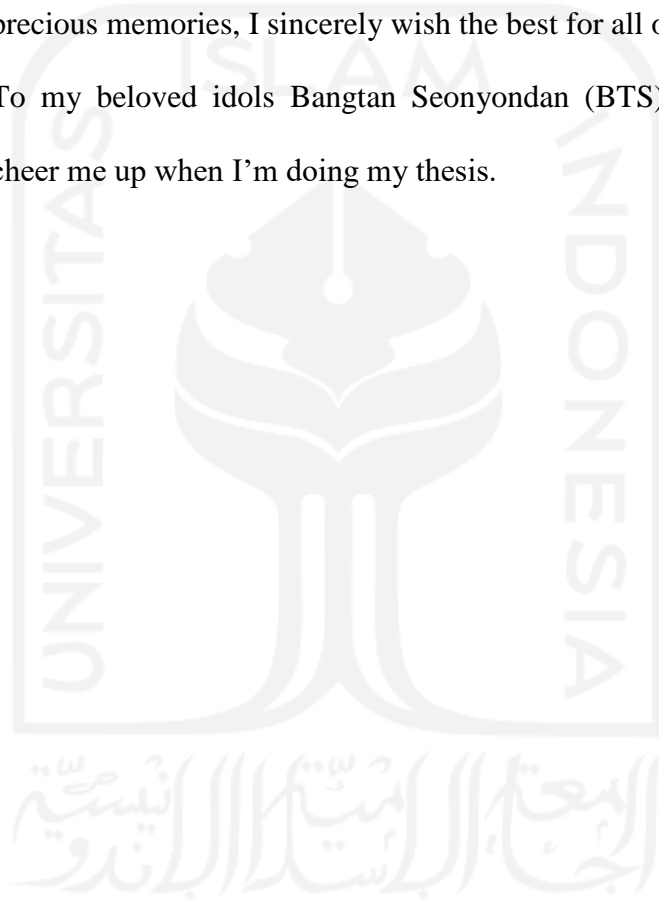


DEDICATION

Appreciatively, I dedicated this best practice to Me and those who become a support system for me in completing this thesis, especially for:

1. Thanks to Allah SWT who has the power for the achievements given to me, that I can complete my obligations as a student to graduate at the right time.
2. My beloved parents: Muhammad Nazir and Siti Saedar who always support me with love and prayers.
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Her gratefully thanks to all her friends in English Department that she cannot mention their name one by one, particularly to her companions in “Sarang lebah” group for their motivation and being place to share. In arranging this thesis, the author is very aware that there are still many weaknesses contained of this thesis, not to get perfection but trying to do her best. Nevertheless, the authors hope this thesis could provide meaningful benefits for readers and others. From these imperfections, all suggestions, criticisms, and some advice are very permissible to be submitted to the author to make improvements in this thesis.

Yogyakarta, 15 April 2021



Surati

البعثة الإسلامية الأندلسية

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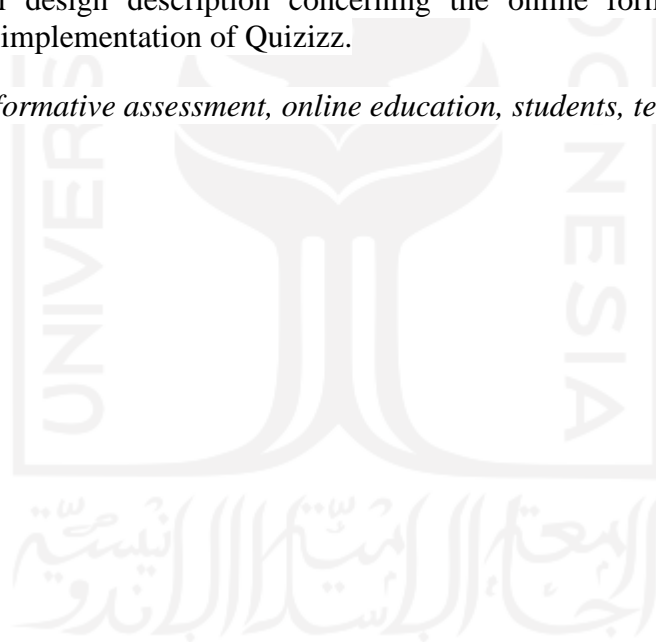
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ABSTRACT

The evaluation in teaching identifies the level of teaching activity effectiveness as for the evaluation in junior high school, the teacher is able to demonstrate formative assessment during teaching practice. Related to the research that was implemented by Perera-Diltz (2009); and Perera-Diltz & Moe (2014). They determined that the sustainable evaluation could be provided by the formative assessment for the students' learning process. As part of the teaching practice, the students were interested to have different activities and media for their learning. Therefore, the teacher is recommended to present the Quizizz application as a game for facilitating the formative assessment. The implementation of the Quizizz provides the multiple choice quiz scores efficiently and depicts the data of each student as the participant of the quiz. Additionally, it displays the students' grade percentage. In hence, by considering the experience of Quizizz demonstration as formative assessment effectiveness, the researcher conducted the study to present instructional design description concerning the online formative assessments through the implementation of Quizizz.

Keywords: formative assessment, online education, students, teacher, and Quiziz



CHAPTER I

INTRODUCTION

During Covid- 19 lot of learning tends to be carried out online, not only the submission of materials online but also the implementation of the assessment. To guide students in approaching their learning and provide students with feedback on their progress most teachers provide many options for tests such as true or false tests, some short responses, and also about essays as a direct way of evaluating it. The things that are done specifically to make judgments about the quality of student responses in learning where student responses can be judged as true or false. That feedback action which can be defined as formative assessment. According to Rovai, Ponton, Derrick, & Davis (2006) to implement a formative assessment this required careful design, monitoring, and being able to provide feedback communication to students in a clear and efficiently, that was an important mode as an alternative formative assessment for online teaching practice because formative assessment has been articulated as the preferred assessment mode in online education.

During my internship program, we did most of the learning process by online so that it required interesting activities to build a good atmosphere in the class and we can enjoy the learning process. Based on the activities that I have observed, the students are given an assignment only in the form of written instructions. These activities have an impact on students' interest in learning who think learning with monotonous methods will make them not interested in learning. With this situation I realized that students need something new which they never knew before, therefore I decided to apply what I have learned in my lectures,

namely learning with a game. The game that I used is a *Quizizz*, which is a game that requires an internet connection to be accessed. This assignment was in the form of a game related to the learning material that has been discussed. According to Verawardina & Jama (2018), the industrial revolution 4.0 has proven that the application of online learning is not limited to its existence, which can be accessed by those who can implement distance learning.

Using online assessment makes the scoring system more dynamic. However, some teachers tend to only provide assessments with unclear instruction designs. This has an impact on online assessments that do not represent students' abilities. To fill this practical gap, this best practice aimed to provide an instructional design description regarding online formative assessments using *Quizizz*.

CHAPTER II

CONSTRUCT

2.1 Types of Online Formative Assessment

In an earlier study conducted by Perera-Diltz (2009); and Perera-Diltz & Moe (2014). They established that the sustainable evaluation could be presented by the formative assessment for the students' learning process. These assessment categories obligated the students' learning results to be evaluated for a number of times in a semester. Additionally, the assessment accommodated the teacher to evaluate the other content areas of the students such as the skill and the learning development of the students on the other certain comprehension. These formative assessments provide the type of assessment appearance, it is identified as a quiz and also the empirical action based on the experience. According to Gikandi et al. (2011) have a characteristics of validity in formative assessment include (a) authenticity of assessment activity this can be done by involving students in making decisions or how they solve a problem in their life, (b) effective formative feedback it can be used as needed feedback, provide efficient time, and provide feedback that is easily understood by students, (c) multidimensional perspectives that gives students diverse opportunities, (d) student support that means the role of a teacher to assist students.

According to the previous research, most online assessments have been carried out by test and examination, According to Westhuizen (2016), there were 6 techniques of online assessment: (1) Multiple-choice tests, (2) True-or-false items,

(3) Essay, (4) Short answer tests, (5) Online games, (6) Online digital or e-Portfolios. Multiple-choice quizzes (M CQs) were a common form of online assessment, a conventional assessment is not required to be implemented for encouraging an active class activities in as much of rationalization response variety could not be provided (Arthur, 2006). The benefit of the online multiple choice tests was easy to apply, including time efficiency, fairness, and quality assurance, marking time, rapid analysis of data and item analysis. One of an assessment tool unique to the online environment is the Quizizz, It is a space in which a group of students can be assigned to join the quiz by preparing technology such as their computer or mobile phone that is connected to the internet to answer questions created by teachers with various kinds of questions related to the English material that has been studied before. This characteristic of quiz is that gives the impression as a game, it can be directed to students to use a different identity and be given an ID to identify their real identity. This assessment is designed to be graded by the teacher as a moderator or as an instructor, and this quiz can be repeated several times a semester. These techniques were effective in reducing engaged learning, because it will engage students with course content, metacognitive skills, and have their own learning experience.

On the other hand, the unbeneficial of a traditional test and online multiple choice test were that the answers are easy to guess and take a long time to create the quiz. True-or-False items did impact the ease of marking, but it was an efficient way to digitally collect additional information. The use of negative marking for the incorrect answer can be created in some software systems, which reduces the

calculation involved when applying the same approach in a traditional exam. Guessing can be minimized by requiring an answer in an online true-or-false query. One of the most important benefits of completing essay questions online was the ability to read from text rather than hand-written answers. Essays were versatile and could test higher-order learning skills. Subjectivity, on the other hand, may be a problem during the marking process. Short answer tests ask students to respond to a direct question or to enter a missing word or phrase from a sentence.

The benefit of this form of online exam is that the answers can be graded right away by comparing the student responses. The downside is that students often do not type the same answer and are thus labelled incorrectly. Misspelled words will result in an incorrect score, even though the teacher would have approved the answer. Such rubric-based assessments may be done by the teacher alone or by the teacher and/or peers. Continuous feedback will lead to more learning and possibly future competency in those areas as a result of the knowledge gained. Online games provided exciting opportunities for evaluation.

CHAPTER III

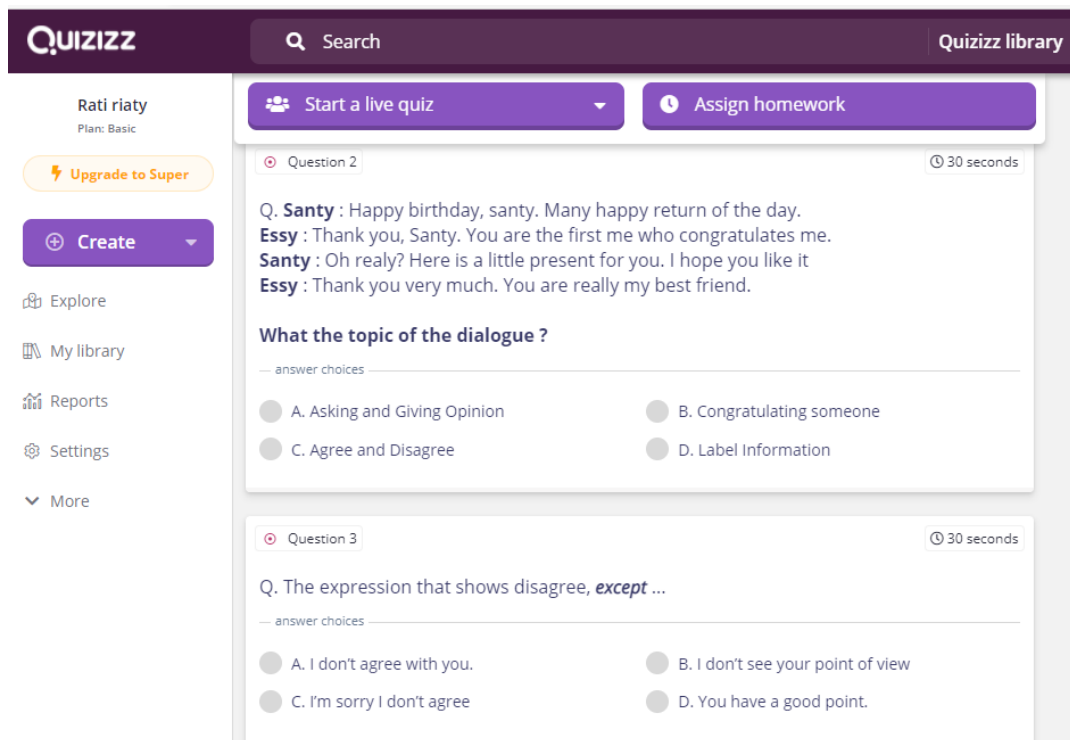
IMPLEMENTATION

3.1 Procedures of Using Quizizz

This activity is carried out online, I introduce a learning application called Quizizz to students. I use this quiz application to summarize some of the material I have taught and to attract students' attention when doing quizzes. When I introduced this application to students, they looked very unfamiliar with this learning application even though they were a little confused, on the other hand they were very enthusiastic about trying this Quizizz. That was very new to them because they only used written media for access to learning so far. I started to explain the meaning of the Quizizz application, then how to use it and also explaining what the functions and the advantages of using this Quizizz application are. They knew that this application can be another alternative that can be used when working on multiple choice questions, because they usually did multiple choices on a question paper.

3.1.1 Pre- activity

Before doing the quiz, this quiz was made by the teacher with topics related to the learning material that had been previously studied with several combined topics such as congratulations, then congratulations for graduation, expression of agree and disagree, giving label information, and procedure text. The quiz is made with ten questions related to the material that has been studied and in each question has ten points.



Picture 3.1 views one of the questions in the quiz

The quiz lasted 30 minutes, when they started working on the questions they were very enthusiastic and competed to find the highest score in the quiz. There was an expression of insecurity when some students answered the question incorrectly, and there were also those who were confident in their answers.



Picture 3. 2 Views of the conversations through Whatsapp chat room

browser. The purpose is to make interactive quiz games, so it can be used by gadgets that must be connected to the internet network.”

Teacher: “What kind of quizzes have you used so far?”

Teacher: “Have you ever tried quizzes using the Quizizz before?”

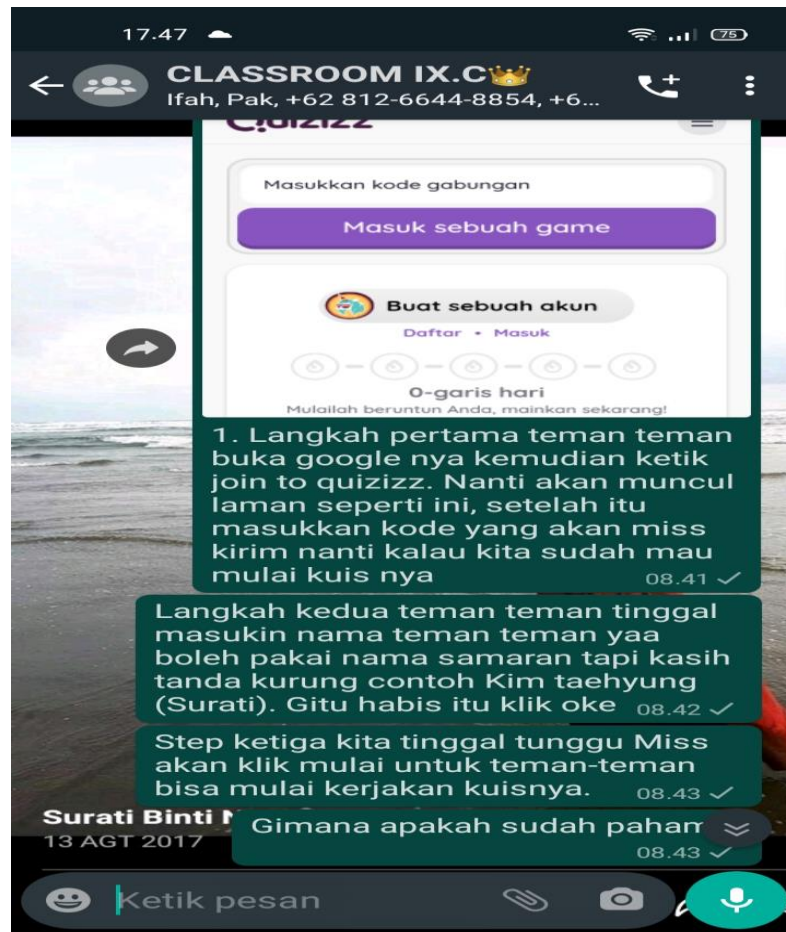
Student (Ifah): “I've never tried this before miss”

Teacher: “How about the others?”

Student (Ifah): “I don't Know miss”

Teacher: “Well, first I will explain what Quizizz is.

Quizizz is a quiz application based on a web tool using a



Picture 3. 3 Explanation of quiz steps to students before doing quiz by Quizizz

Teacher: "The first step is you have to open a Google page and then type the keyword to join Quizizz. After that a page will appear like the example above and after that enter the quiz code which I will give later when I start the quiz ".

Teacher: "The second step is that you need to enter your name and you are allowed to use a nickname/pseudonym but include a real name, for example, Kim Taehyung (Surati). And then click OK. "

Teacher: "The third step is that we will start the quiz by pressing the *start* button on the page. Do you understand? "

3.1.2 While-activity

Before the quiz was implemented, the teacher had previously provided a simulation of how to use the quiz itself, this activity was carried out at a meeting last week to give students an idea of what the quiz and Quizizz would look like, and the students seemed fine knowing this. At the next meeting, where the day the students did a quiz using Quizizz it seemed they were still confused, then I as a teacher had to guide them to be able to join the Quizizz. During the quiz, some students always communicated with me to make sure they were doing the right thing and some asked permission for their disturbance due to an unstable internet network.

3.1.3 Post-activity

Quizizz was a learning innovation for them, because that was their first time using the Quizizz application in learning. This application also can help teachers to accelerate in taking student grades. Based on the results of the quiz data, it can be seen that the students finished the quiz very well even though there are some errors in answering the questions that have been provided

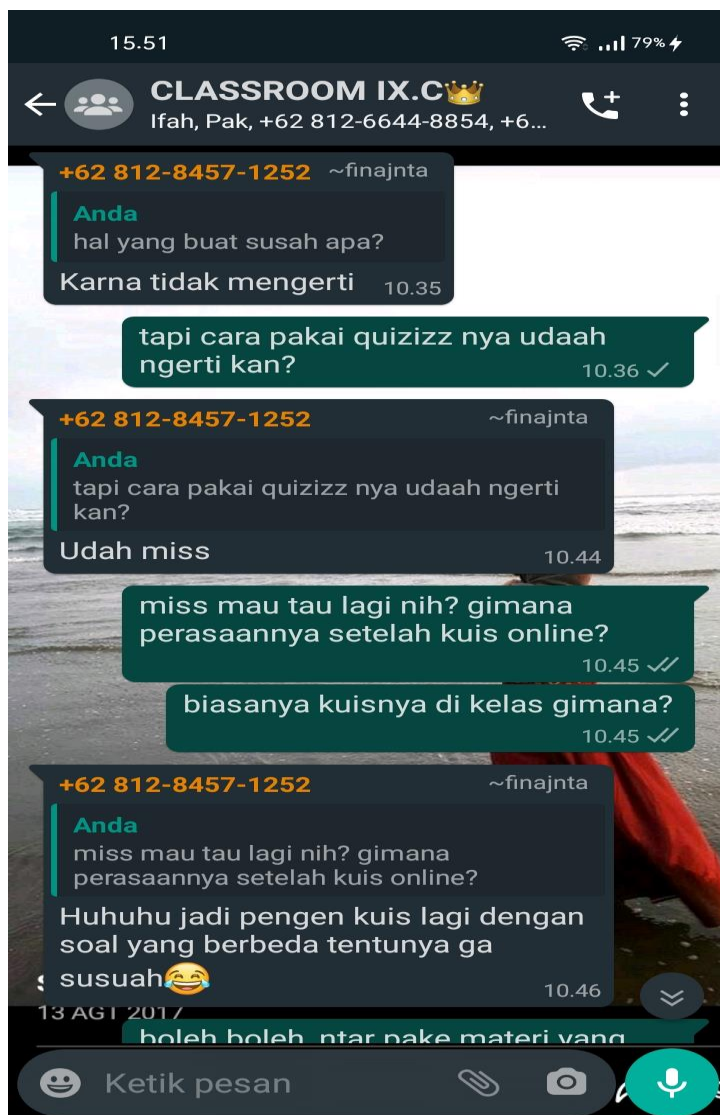
Participant names	Score	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Soobin	10300 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Makrya Ni-Ki	10240 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Zaki	10210 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Angga Wahyudi (Hay)	10090 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bengek	9900 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bucin (aemin :)	9610 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tata(fidyah)	9170 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Angga Wahyudi (Sya angga)	9080 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Aku lagi!!!	8720 (90%)	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
Angga Wahyudi (Hahaha)	8130 (90%)	✓	✓	✓	✓	✓	✓	✗	✗	✓	✓
Human	7530 (90%)	✓	✓	✓	✓	✓	✓	✗	✗	✓	✓
Tadi keluar miss,ini fina	6750 (80%)	✓	✓	✓	✓	✓	✗	✗	✗	✓	✓
Udin v	6480 (80%)	✓	✓	✓	✓	✓	✗	✗	✗	✓	✓
Dika Nih genk (Dika nih g...	5990 (70%)	✓	✓	✗	✗	✓	✗	✗	✗	✓	✓
Angga Wahyudi (angga)	5290 (60%)	✓	✓	✗	✗	✓	✗	✗	✗	✓	✓
Surati Bnt.Nazir (Putrii)	5240 (60%)	✗	✗	✗	✗	✓	✗	✗	✗	✓	✓
IU(fidyah)	5095 (70%)	✓	✗	✗	✓	✓	✓	✓	✓	✓	✗
Angga Wahyudi ((angga))	4970 (50%)	✓	✗	✗	✓	✗	✗	✗	✗	✓	✓

Picture 3. 4 The result of students quiz

Before I ended the quiz I gave some feedback to the students and discussed the whole question together, and last thing I gave a reward to the student who got the highest score.

3.2 Learning Students' Responses on Using Quizizz

Based on the results of the Quizizz, I asked students about their respond about using the Quizizz application as a learning media. Most of them gave some positive respond even though that were their first time using this media but in the end, this media was implemented well. Besides that, I got responses from several students that they thought this learning media was very good. The picture below is a captured of students respond of Quizizz



Picture 3.5 Students' Reaction for Using Quizizz

Teacher: "I want to ask again, how did you feel after doing the online quiz?"

Teacher: "What kind of quizzes have you used so far?"

Student (Finajnta): "I want more quizzes with different questions and those that are not difficult".

Teacher: "what are the things that make it difficult for you in this quiz?"

Student (Finajnta): "because we don't understand"

Teacher: "But you already understand how to use the Quizizz, right?"

Student (Finajnta): "Yes, miss".

BAB IV

CONCLUSION

Based on the results of the Quizizz application that I did at the school, it was concluded that this application can help teachers present the results of multiple choice quiz scores efficiently. Quizizz application is able to display the data from each student who joined as participants while participating in the Quizizz. Besides that we can also identify data in the form of the percentage of the final grade each student received. By using this application we can see the true and false information of each question option provided in each student's answer in the form of percentage data from each question, in that sense Quizizz has provided a tool to determine wrong and correct answers by giving a red mark for the wrong one and a green color for each correct answer. In addition, that application is also able to assist teachers in identifying students' understanding of the material that has been previously studied.

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