

**A SUPPLEMENTAL USE OF QUIZZZ AS A TOOL FOR HIGH SCHOOL
FORMATIVE ASSESSMENT**

A Thesis

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

English Language Education

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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that the thesis I have written, entitled “ **A Supplemental Use of Quizizz as a Tool for High School Assessment,**’ is entirely my work, except for the contributions and references explicitly cited in the manuscript and listed in the bibliography as scientific papers.

Yogyakarta, 15 Agustus 2024



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MOTTO

“Indeed, hard work never kills anyone, but I think why take the risk?”

-Ronald Reagan-

DEDICATION

I dedicate this thesis to my parents, and my two younger sisters, who have prayed for me, encouraged me, and helped me to be enthusiastic until the present time.

ACKNOWLEDGMENT

All praise to Allah SWT, who has given me health and longevity until now, giving me the strength to make this thesis smooth until I am at this time. Prayers and greetings to our prophet Muhammad SAW, the lover of Allah SWT.

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ABSTRACT

The goal of assessment in teaching is to two monitor observe, and determine the effectiveness of learning activities. Teachers in secondary schools can conduct formative assessments during classroom practice. Perera-Diltz (2009) and Perera-Diltz & Moe (2014) discovered that formative assessment can help students learn more effectively. In teaching practice, students are interested in a variety of learning activities and media. Quizizz application by making it an exercise tools at the beginning and at the end of learning session because the students at the school where I am an intern had never used this application, I appealed the Quizizz application by explaining what can be done with Quizizz, applying Quizizz is effective, Quizizz can make it easier for students and teacher, in answering questions, collecting student attendance, and seeing the values that students have achieved. Teachers using the Quizizz app can create interactive quizzes with a variety of question kinds, including multiple choice, short form, and true/false questions. Quizizz delivers instantaneous feedback to students after they complete each question, allowing them to know whether their answers are correct or incorrect. Students can take the quiz at the time specified by their subject teacher. Quizizz's gamification features, such as leaderboards and awards, can motivate students to participate and achieve their best results.

Keywords: formative assessment, students, pre-service teacher, and Quizizz

CHAPTER I INTRODUCTION

I Used a range of online learning resources in the years that followed, such as Zoom and Google Classroom. I not only received our education online but also used the websites visited to finish our homework. Uses websites and programs on the internet these days, from college students to elementary school kids. To evaluate their student's progress and offer assistance, most teachers employ assignments or true-false pre-tests. Assignments can come in more forms than just question papers. Teachers might employ online resources to assist students develop their abilities.

During my internship program, I conducted face-to-face learning in the classroom, and based on the activities that I observed, many students were bored with the same kind of learning, most of them wanted to have a teaching experience or assignments that were exciting , and not boring. Interesting assignments can help students interested in the assignments given.. Providing something fun as well as a challenge for them, playing while learning can increase student interest in the problem or material provided. Maybe they want something new to be applied in their learning, not all of them know but some of them do not know about this, therefore, I decided to apply what I had learned from my lecturer, which is learning by playing. The game that I used was Quizizz. Teachers can use Quizizz to assess students' grasp of newly taught material. The results assist teachers in adjusting their instruction and providing further feedback as needed. Teachers may quickly collect and analyze student performance data to better understand students' strengths and shortcomings and plan future lessons. I Where this game helps students' interest in learning and this game becomes an online access to do assignments. The assignment in question is in the form of a game related to the subjects discussed in class.

Using an online site for assignments makes it easier for students and teachers, to easily give scores to students, and students can do assignments online both in class and outside of class. By giving online assignments the teacher can directly see the student's score without having to collect paper. This game is not only done online but face-to-face we can implement assignments using the online site. This best practice sought to close this practical gap by offering a description of the instructional design for online formative assessments utilizing an online quiz platform.

CHAPTER II

CONSTRUCT

2.1 Formative Assessment with Online Quiz Platforms

In an earlier study conducted by Perera-Dilyz (2009); and Perera-Diltz & Moe (2014). They demonstrated how formative assessment could offer a long-term assessment of students' learning. For these assessment categories, it was necessary to evaluate the student's learning outcomes multiple times throughout the course of a semester. In addition, teachers can assess students by evaluating through the online site, teachers can find out students' skills and abilities in learning through the online site, Effective formative feedback is useful because it may be applied when necessary, saves time, and makes it understandable for students.

I Indicates that tests and examinations have been used for the majority of online assessments. Westhuizen (2016) listed six methods for doing online assessments, (1) Tests using multiple-choice, (2) True-or-false questions, (3) Essays, (4) Short-answer exams, (5) Digital or portfolios online, (6) Games online. Online assessments commonly take the form of multiple-choice questions (MCQs). There are several advantages to taking multiple-choice. Benefits include quality assurance, fairness, ease of implementation, and time efficiency. Assessment times are shortened, and data from evaluations, including item analysis and result analysis, are readily available, not only advantages, every advantage must have another side in using online sites, the other side in using online sites is that there must be obstacles such as poor internet networks, internet networks also affect the online world, therefore the other side in using online sites is network constraints. Quizzes are one particular assessment technique that works well in an online setting. This quiz is an online platform where students can take an exercise using a computer or smartphone that is linked to the internet and respond to teacher-prepared questions. The questions cover a range of previously studied English topics in different formats. Because of this, using online multiple-choice not only makes the grading process easier but also enables students and the course material to interact dynamically. Furthermore, they encourage students to interact with the course material, develop their metacognitive abilities, and design their own learning experiences, these strategies have been successful in increasing engaged learning.

However, there are flaws in both traditional exercise and online multiple-choice exams. Online multiple-choice tests frequently suffer from response predictability, necessitating a

significant amount of preparation work. The true or false style can indeed make the evaluation process simpler, but it is important to recognize that this is just one effective technique to gather more digital data. Teachers can choose an assessment strategy that best fits students' needs and learning objectives, though, by weighing the benefits and drawbacks of each exam style. This online exercise approach has the benefit of instantaneously evaluating responses by cross-referencing them with the predefined answer key. However other flaws need to be taken into account, such as pupils' propensity to not always enter answers with the same terms, which might lead to inaccurate labels being assigned. Even when the response satisfies the teacher's requirements, spelling mistakes might sometimes lead to incorrect scores. This way of providing continuous feedback might enhance the learning process and potentially help students develop capabilities in the future in addition to the knowledge they have already acquired. The use of online quiz games also offers intriguing prospects for a more dynamic assessment procedure.

CHAPTER III

IMPLEMENTATION

3.1 Procedures of Using Quizizz

I did teaching practice in XII IPS 1 and XII IPS 2 classes, where I used the Quizizz application twice in each class. Before using the application, at the beginning of the lesson I first explained the material to be learned, namely about passive voice, so that students better understand the context of the questions given

3.1.1 Familiarizing Students with Quizizz

I introduced how to use the online application to the students during this in person exercise in class. The application is used for assembling all of the content into student-posed questions. Some pupils were still unfamiliar with the application after I introduced it, while others were accustomed to it, some students had trouble navigating the website and understanding how to enter the code to gain access, as well as how the application operated. Though confused, the students were more motivated to complete the given assignments. An overview of the app was given at the beginning of the session. Following that, I went over with the students how to use app-from entering the code to what to do once you get it. The app's music element and engaging animated characters piqued students' interest and increased their enthusiasm for solving the issues. Thus, in my perspective, a novel experience for students because, as opposed to the custom of utilizing just paper and pen, the assignments were completed online via a website.

3.1.2 Supplemental Use of Quizizz

Quizizz is not only a means of assignment or so, it can be a means of warm-up before starting learning. The goal is for students to get used to the Quizizz application, with a warm-up before starting learning we can find out the abilities of students. Before starting learning, students will do 10 questions about passive voice material, students will answer questions that cover the material they have learned. Before the quiz, this quiz was made by the teacher with topics that had been learned in the previous class with material about the passive voice that has been learned in the previous class. The quiz was made of as many as 10 questions with 10 points for each question.

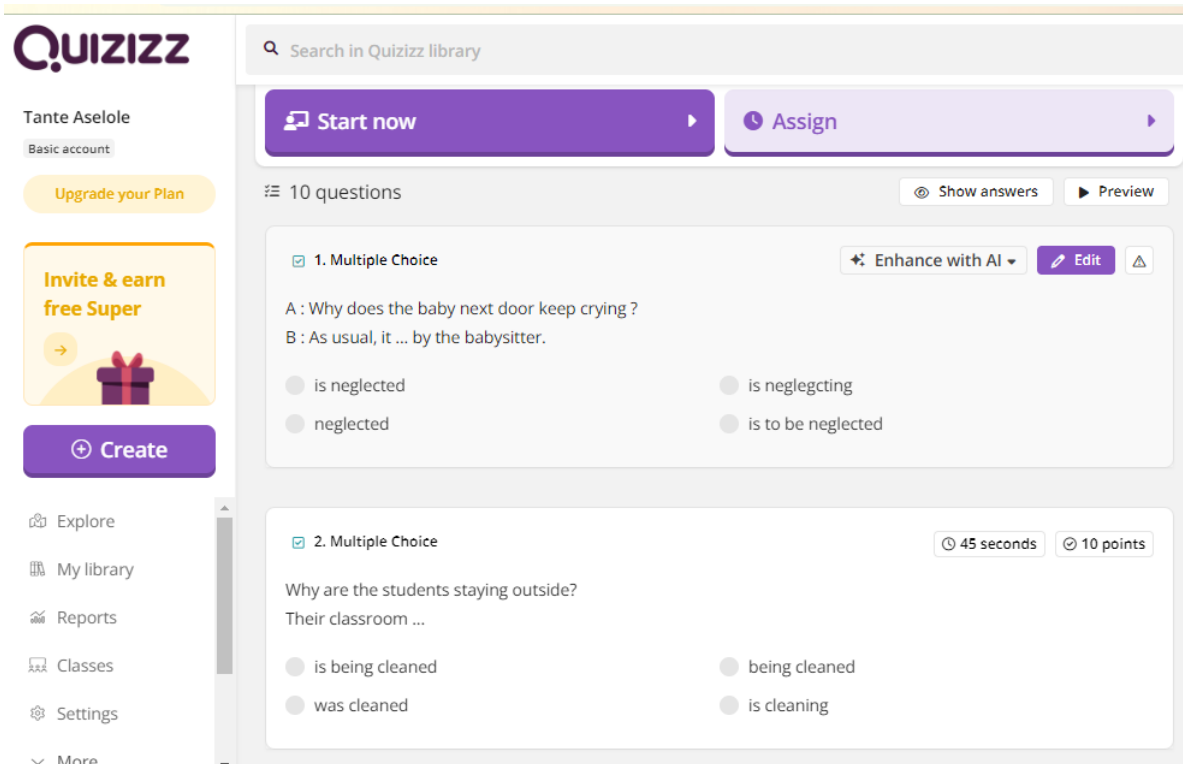


Figure 3. 1 Supplemental use of Quizizz

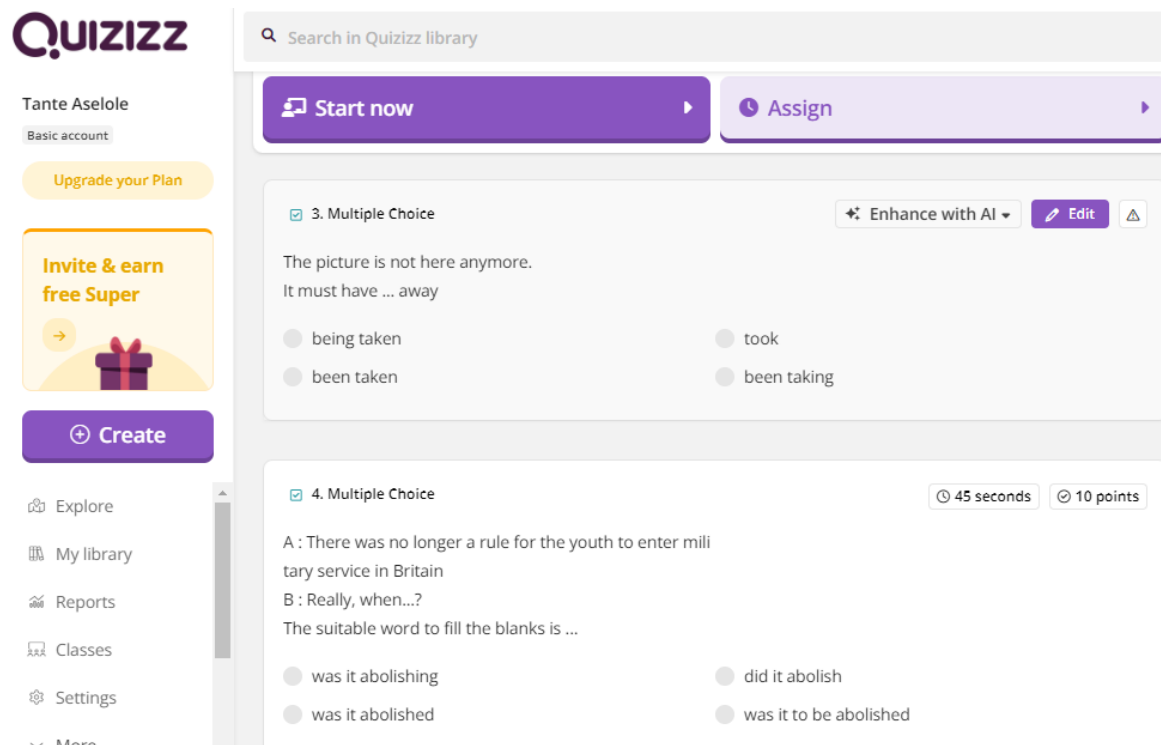


Figure 3. 2 Supplemental use of Quizizz

3.1.3 Quizizz in the Practice Session

Students used the Quizizz in the practice session, students will do the exercise after the material on passive voice is explained. With the help of this software, students can finish tasks more interactively and in a more contemporary manner than they could with paper and pencil. This is the second instance of how integrating technology into the teaching and learning process can boost productivity and student interest. After finishing the assignment, students can also view the outcomes of their work right away, allowing them to gauge their degree of comprehension of the subject matter. Furthermore, the app offers a function that lets students view how they rank their peers, this stimulates students' healthy rivalry as well as their study. Consequently, using Quizizz and similar apps not only makes it

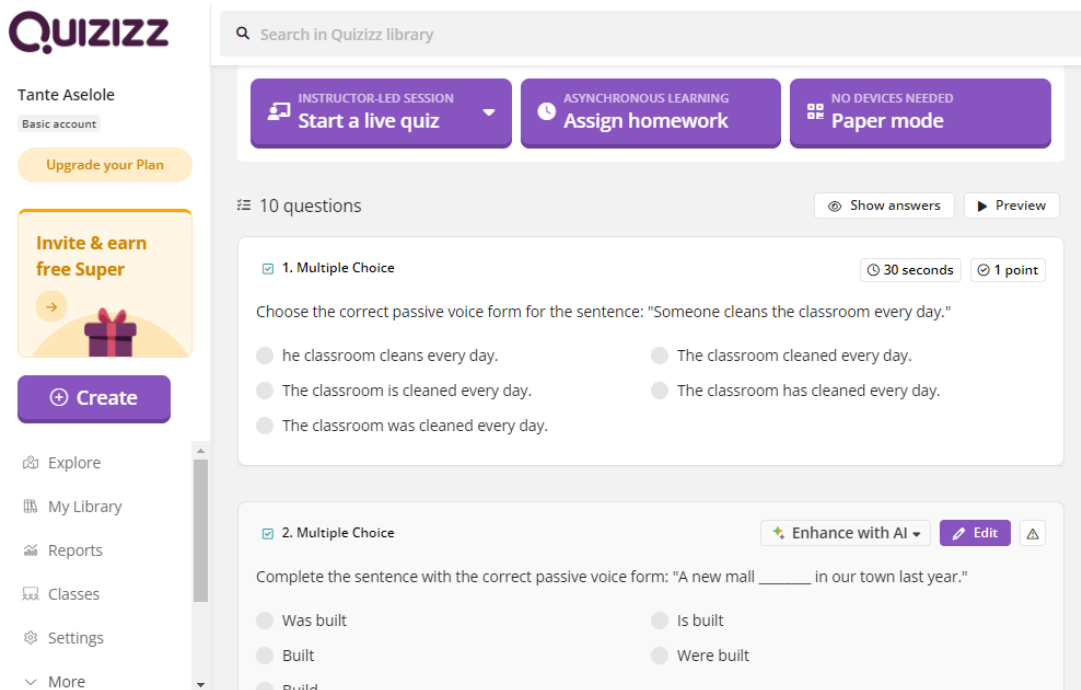


Figure 3. 3 Creating Quizizz

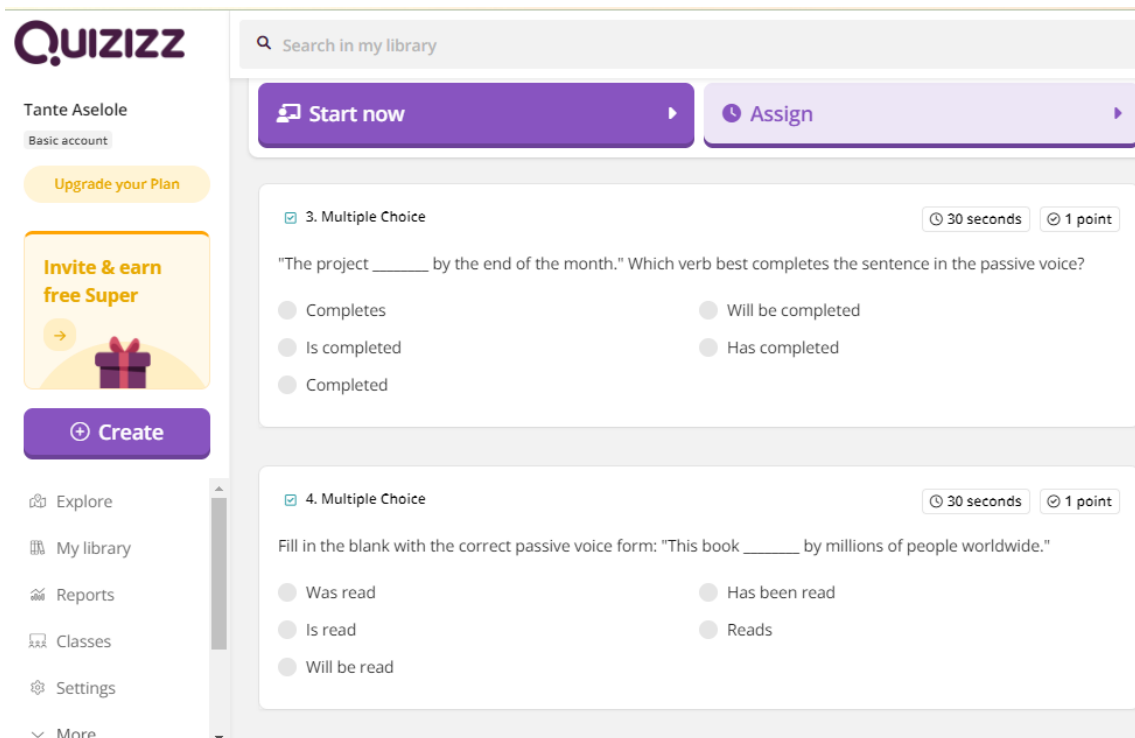


Figure 3. 4 Quizizz in the practice section

There were instances when students who used the Quizizz platform to complete quizzes exhibited obvious perplexity. As a teacher, I felt it was my duty to provide them with the support they needed to feel more confident when taking tests. Some students frequently engaged in active communication with me during the quiz process, eager to ensure they were completing their tasks accurately. Additionally, occasionally some students contacted me or asked for permission when they had issues due to unstable internet networks. This demonstrated how crucial it was for teachers to offer assistance and empathy when students encountered technological difficulties with the quiz.

3.1.4 Post-Quizizz

Online quiz is a new learning innovation for some of them, this application can also help teachers see the value of student work by looking at the score in this application. From their work, this application will provide data on the performance of students who have done this quiz well. Some of them answered the questions well

| Participant | Score | Points Out of 10 | Quiz Statistics | | | | | | | | |
|-----------------|-------|------------------|-----------------|----|----|----|----|----|----|----|---|
| | | | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | |
| tuni | 9660 | 10 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| stefani | 10350 | 10 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| nanang | 9900 | 10 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| raden | 9290 | 10 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| damar | 8240 | 10 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| dimas | 8360 | 9 (90%) | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| jingga | 8010 | 9 (90%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ |
| shabrina qatrun | 5770 | 7 (70%) | ✓ | ✗ | ✓ | ✓ | ✗ | ✗ | ✓ | ✓ | ✓ |
| andre | 6230 | 7 (70%) | ✗ | ✓ | ✓ | ✓ | ✓ | ✗ | ✗ | ✗ | ✓ |
| wahyu | 6360 | 7 (70%) | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ | ✗ | ✓ | ✓ |
| niaa | 5250 | 6 (60%) | ✓ | ✓ | ✗ | ✗ | ✗ | ✓ | ✓ | ✓ | ✓ |

Figure 3. 5 The post Quizizz result

| Participant | Score | Points Out of 100 | Quiz Statistics | | | | | | | | |
|-----------------|-------|-------------------|-----------------|----|----|----|----|----|----|----|---|
| | | | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | |
| andre | 10430 | 100 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| nanang | 9640 | 100 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| dimas | 9440 | 100 (100%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| shabrina qatrun | 8070 | 90 (90%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| raden | 7980 | 90 (90%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ |
| stefani | 8020 | 90 (90%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ |
| damar | 7520 | 80 (80%) | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ |
| jingga | 7260 | 80 (80%) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| wahyu | 7560 | 80 (80%) | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| tuni | 7180 | 80 (80%) | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ |
| nia | 5320 | 60 (60%) | ✗ | ✓ | ✗ | ✓ | ✗ | ✗ | ✗ | ✓ | ✓ |

Figure 3. 6 The post-Quizizz result

I usually provided comments to the students at the end of the quiz as a way of saying thank you for their hard work in scoring high. I also invited them to talk about the issues that came up during the in-class quiz. Understanding the value of collaboration and introspection, this conversation gave students a chance to share their thoughts and gain a deeper understanding of

the subject matter. To offer extra motivation, I also rewarded students who received the top scores in the class with prizes as a token of appreciation for their accomplishments. It was anticipated that this would motivate all students to strive for academic achievement

3.2 Student's Responses and Pre-service Teacher's Reflection on Using Quizizz

The chance to inquire about the students' experiences using Quizizz was seized after the outcomes of their work were informed, particularly by those using it for the first time. Indifferent responses were given by some students when asked how Quizizz was understood by them. It was admitted by several of them that, because it was their first time using the program, a complete understanding of its operation was not felt. Conversely, Quizizz's workings were believed to be grasped and its mechanics well familiar by some students. The students' comfort level and knowledge of using online resources for learning were gauged through these varied responses, which enabled a more encouraging strategy to be developed, ensuring that all students could fully benefit from Quizizz. My own reflection as a pre-service teacher, it is known that using the Quizizz application in classes those who were new to this online platform required a detailed explanation because the application was difficult for them to use. As a pre-service teacher, I was able to see student performance directly when they did the exercises, could identify where students were having difficulty while doing the exercises, and I also didn't find it difficult to collect student attendance. Using this application made it easier for me to know who was present and absent from the class, without needing to use paper or other stationery because Quizizz has a value feature where the value can be set by the teacher who uses Quizizz, and I can create my own questions using Quizizz, after using this application I and students can save significant time.

CHAPTER IV

CONCLUSION

It was concluded that exercises or assignments for students were made simple to design by Quizizz based on the outcomes of utilizing the program at my school. Assignments were not only simplified by Quizizz, but it also made it easy for students' attendance in class to be tracked by teachers. Grades for student work could also be obtained instantly by instructors using this program.. Students' abilities are seen and assessed through their assignments. Teachers can see students' ability to understand the material by looking at the assessment data listed in the Quizizz application.

Using the Quizizz application, both teachers and students will know the correct answers they get from the questions they ask. We can confirm whether each student's answer option is accurate or not by using this technology. Every question will be shown as a percentage of the total, with the right answers being shown in green and the wrong answers in red. Teachers can assess their students' comprehension of previously taught material by using this tool. This aids educators in determining what areas pupils might require more direction or clarification. As a result, this tool can be used to evaluate students' answers directly as well as to diagnose problems and gauge how well students are grasping the subject matter.

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