

USING QUIZIZZ IN ONLINE READING ASSESSMENT FOR 2ND GRADE OF PUBLIC HIGH SCHOOL STUDENTS

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Abstract

The writer conducts this research to find the benefit of using Quizizz application in online reading assessment for 2nd grade of public high school. How extensive Quizizz application use for online reading assessment by students, teachers and school department. This research is using study case of qualitative research method by observation to collect the data. The writer find that Quizizz has many benefits and extensive to use for online reading assessment. Due to Quizizz have many interesting features that can be used such as: memes, audios, pictures, animation to make the assessment for fun. Quizizz also has leaderboard that can be motivated students to get better score than their friends. It also can be decreasing student's anxiety when they take the online reading assessment. In other hand, based on this research Quizizz is appropriate application to use in online reading assessment.

Keywords: Quizizz, Reading, Assessment, Online reading assessment

INTRODUCTION

Assessments are the final session in learning to evaluate the student's ability and understanding material after learning process. There are many kind of assessment in eleventh grade students at public high school for example, daily test, quiz, mid examination and final examination that they can conduct as the pre-test or post-test assessment. By doing the assessment, teacher would know how far the effectiveness their strategies that they use in learning process. Students can know how far they understand the material and get feedback from their teacher. So, both of students and teacher are able to improve their earning process for the next learning session based on the assessment result.

In English course, there are 4 skills of English which are required and need assessment such as speaking, reading, writing and listening. In every skill has a bit different assessment process. For example in speaking, the assessment should conduct as oral form. Reading and writing in paper form and listening need audio tools to support the assessment process.

Because of that, teachers are responsibility to find appropriate assessment method that convenient for each lesson. Especially on this research, the writer will conduct research

regarding reading assessment. Furthermore, due to technological advancement and pandemic situation, all learning activities are moved to online system. The assessment process that usually use with paper form is unusable. Teachers and students have to use internet access and some application to do the E-learning process including assessments. The teacher should consider to this situation.

It is not only for teaching strategies but teachers also should find the appropriate strategies or media to conduct the assessments which can be used during E-learning. In the teaching assistance program activity that the writer participated, the writer find at eleventh grade student in SMAN 1 Subang and find the assessment of online English course assessment conducted by using quizz application. This is online application that can be easily to download on playstore or deskop.

This application is handy and effective to use by smartphone or laptop. This application can be used for assessing reading, writing and listening section. The form is also interesting for students. We can add photo, animation, fun fact on the form. We also can set the timer to give pressure. The students can know automatically the score after finish the assignment. It will also show our rank on it due to this application has leaderboard feature. It's just like playing a game and more fun. It is also easier for teachers when they have to check the result quiz. Teachers don't have to check one by one the correct answer that the students already submitted. The result will be shown automatically. Based on these above reasons, the writer would like to conduct the analysis of using quizz application in online reading assessment by using qualitative research at the eleventh grade students of public high school especially in SMAN 1 Subang.

The writer would like to find how effective using quizz application for online reading assessment, what the benefits of using quizz application for assessment and how many students are agree and comfortable to use quizz application to conduct their assessment. The writer hopes that this research can be used as the teacher's references for conducting the online reading assessment by quizz application also to support the previous study that already done by other experts.

The writer would like to know the benefits things and the problems for both students and teachers when they use quizz application to do assessment at the eleventh grade public high school students. By the qualitative research, the writer also would like to analyze how extensive if we use quizz application for assessment using observation method and questioner.

A. Conceptual Description

1. Reading

Reading is one of the four language abilities (listening, reading, writing, and speaking) that every human should learn and master. Reading allows people to engage with their feelings and ideas, gain information, and increase their scientific understanding. According to Tarigan (1998:7), reading is a process through which a reader obtains the writer's intention through the written word. Thorn bike contends in Nurhadi (2000:13) that reading is a process of thinking and reasoning. It indicates that when a person reads a book, they utilize their brain to reason and ponder. Reading is defined as "the process of interpreting and explaining signs and symbols perceived by the brain through the sound organs and eyes" (Ministry of National Education, 2006, p.6). In the other words, reading is the process of interpreting written words and symbols by gazing at them. We begin by reading something, then look at the written symbols, and then utilize our brain to convert them into words, phrases, and paragraphs that express something to us. It is the capacity to decipher or comprehend whatever that is meant to express or communicate. Reading, according to Stallfer (1969), is a difficult process. Readers read in order to obtain information from the written pages. They must be able to speak and interpret printed words, signs, letters, and symbols by giving them meaning. It is a cerebral exercise that needs attention.

There are so many things available on the internet that readers' attention is easily diverted. It is difficult for readers to concentrate on the information they seek. The Internet, on the other hand, increases reading interest. Furthermore, Karim, Hasan, and Shahriza (2006) discover that the online format is most popular among younger people due to the rising availability of information and enjoyment. Another definition states that Reading is defined as "the process of seeing, perceiving, and comprehending, understanding a text, its words, sentences, and punctuation citations" (Kavcar et al., 2003, p. 41). These are the definitions relate to the physical aspect of reading Genuine reading is the only way for the individual to perceive, interpret, and communicate and make sense of the outside world Reading is enjoyable. Individual development is extremely important. It assists them in coming to terms with themselves.

Based on the description above, the writer concludes that reading may be characterized as a complicated process performed by a reader in order to grasp the writer's intentions. Furthermore, during the process of reading, the reader employs his brain to think and reason.

2. Assessment

One of the most essential aspects of education that contributes to effective teaching and learning the procedure is assessment. It is, without a doubt, a data source that will be used to generate expectation. It implies that teachers will be able to reflect on their teaching process, as

well as the students' learning process, in order to attain the learning objectives. The term "assessment" first originated in the context of education in the twentieth century. There was a lot of discussion regarding assessment literature, and there were a number of specialists who were interested in the case. They agreed that assessment is an inseparable aspect of the educational system since it is the primary component of education in order to conduct successful learning (Linn & Miller, 2005).

Teachers should be aware of their students' learning progress from the start of the teaching learning process until the completion of the academic year. As a result, assessment is used to track pupils' learning development. Assessment is a tool that is used by instructor should carefully collect additional information regarding pupils' academic progress (Linn & Miller, 2005). Many types of written and oral exams, such as extended execution of real tasks, replies (essays), conventional paper and pencil assessments, and student self-report, can be used to collect information (Linn & Miller, 2005).

Furthermore, teachers can watch their pupils during the teaching-learning process, as well as assess them inadvertently or intentionally. A competent teacher will never fail to pay attention to his students. As a result, teachers' attitudes regarding evaluation have an impact on how students perceive the study topic, the class, and their work (Brookhart, 1997).

In education, there are two sorts of assessments: formative and summative assessments. Students' learning progress is evaluated using both sorts of assessments. Nonetheless, the means of achieving advancement is distinct. Formative assessment is a continuous process of assessing pupils' abilities and competences. As a result, the length of the evaluation is determined by the academic period. Formative assessment, according to Brown (2004), is an examination of the process of building students' competencies and abilities in the form of help to increase students' growth and learning progress.

Brown (2004) theorizes the following key assessment principles:

- a. Appropriate Assessment help to reinforce and retain learning.
- b. Assessments can help uncover areas of weakness that need to be addressed.
- c. Assessments can provide a sense of consistency in a curriculum's approach to aspects.
- d. Assessments can help students gain autonomy by encouraging them to evaluate their own progress.
- e. Assessments can encourage students to set objectives.
- f. Assessments can be used to assess instruction effectiveness.

3. Online Reading Assessment

The sorts of reading tests used differ from school to school. According to Denton (1999), school districts use national examinations, state-developed or state-recommended assessments, and a variety of informal techniques to assess reading. However, if schools acquired evaluation tools that were not created or endorsed by the state, they would not be eligible for state support or reimbursement (Denton, 1999). The National Assessment of Educational Development (NAEP) is given to pupils in grades 4, 8, and 12 once a year to assess their progress in reading and other academic areas (NCES, 2003). The NAEP findings are based on a sample of student populations, and NAEP does not offer individual student or school scores (NCES, 2004). Georgia's Basic Literacy Test (BLT) for grades K-5, Delaware's State Testing Program for grades 3-4, Arkansas' checklists for grades K-4, and Louisiana's Literacy Profile for grades K-1 are all examples of state-developed exams. The verbal subset of the California Test of Basic Skills (CTBS) for K-1 recommended for use in Maryland and a reading comprehension subset of the California Achievement Test (CAT) for grade 2 recommended in Oregon (Baker & Smith, 2001; Denton, 1999), as well as Oklahoma's Priority Academic Skills and Phonics Tool Kit for grades 1-12, are just a few examples of state-recommended tests (Denton, 1999).

Reading assessments are required by the state at least once a year, and they focus on testing a student's early reading abilities and tracking their growth over time (Denton, 1999). The majority of school districts in the South at least once a school year, states in the Regional Education Board (SREB) perform early reading tests. The bulk of kids are in kindergarten through third grade, although several districts have expanded reading tests to include all students. Grades 8 through 12 are used to track pupils' development (Denton, 1999). Reading assessments, on the other hand, differ by state. Tennessee school districts, for example, used early reading assessment in prekindergarten through grade three; South Carolina school districts used it in grades 1-2; and Georgia school districts used it in years K-12 by changing the assessment levels (Denton, 1999).

Furthermore, beginning in the 2005-2006 school years, the NCLB Act mandates that math and reading exams be conducted every year in Grades 3 through 8 in all schools (NCREL, 2002). A typical book-based reading assignment involves students reading a shared text, answering questions about the major concepts, then responding to these ideas through writing, art, or classroom discussion.

A typical Internet-based reading assignment, on the other hand, appears to require students to develop efficient search requests, sift through different sources to discover their own texts, synthesize the most relevant and reliable data within those texts, and respond with digital communication tools like an e-mail message or personal blog. Sifting through a large amount of

information to identify the finest sources becomes an essential part of the reading process. To successfully complete online reading assignments, students must acquire new abilities that go beyond those presently evaluated by standardized assessments of offline reading comprehension (Coiro, 2007). Skilled online readers may utilize search engines, browse multiple Web sites, and assess the appropriateness of their journey across a complex system of interconnected text in addition to employing traditional understanding of vocabulary and information text structures (Coiro & Dobler, 2007).

Furthermore, high results on some online reading activities have a modest correlation with high scores on a functionalized of traditional reading comprehension skills (see Leu et al., 2008). There are cases where a high-achieving offline reader seems to be a low-achieving online reader, and vice versa. To put it another way, we can no longer trust that a standardized evaluation of a student's offline critical reading ability would effectively evaluate critical abilities that impact online reading success. So, how can teachers tell which students are adept in online reading and which pupils need additional help? One idea is to include curriculum-based measurements of online reading competence into the classroom using technologies like e-mail, blogs, or wikis. Positive attitudes about Internet reading are critical for learning in the digital era. Certain Internet attitudes, personality, and beliefs are positively connected to successful method utilization when reading difficult online materials. Higher-performing online readers, for example, exhibit perseverance, adaptability, a healthy sense of skepticism, and confidence as they traverse constantly changing Internet texts. Lower-performing online readers give up more readily, are less receptive to alternate techniques, are less likely to question material they receive, and are less confidence in their abilities to utilize the Internet without assistance (Coiro, 2008; Tsai & Tsai, 2003).

Unfortunately, traditional exams that measure reading ability singly and without online help seldom capture students' interactive work inquiry abilities. New assessments are needed for teachers to assess 21st-century skills such as strong effective communication, a comprehension of what types of team dynamics foster skills to execute, an appreciation of differing cultural practices and work patterns, and the capacity to react appropriately to peer feedback (Afflerbach, 2007; Partnership for 21st Century Skills, 2007). In conclusion online reading assessment is a reading test that conduct by online or internet access using some digital tools to evaluate the students reading comprehension.

4. Quizizz

Quizizz is one of learning platform that we can use for free user. Based on the official website of Quizizz, Quizizz is a gamified student engagement platform with a variety of features

to make learning fun, dynamic, and engaging in the classroom. As a teacher, you can use engaging methods to conduct formative assessments, assign homework, and have other interactions with your students (of all ages). In the other hand Quizizz is a game-based educational software that integrates multiplayer activities into classrooms and makes in-class exercises more dynamic and enjoyable. Students can use Quizizz to complete in-class assignments on their personal devices.

Unlike other educational applications, Quizizz incorporates game elements such as avatars, themes, memes, and music into learning process, making it more enjoyable. Quizizz also allows students to compete with one another, which encourages them to study. Students take the quiz in class at the same time and see their current position on the scoreboard. When the quiz is done, instructors may monitor the process and obtain the report to evaluate students' performance. Using this software in the accounting classroom helps to increase student interest and participation. The Quizizz application is available at <https://quizizz.com/> or smartphone user can download this application from google playstore at https://play.google.co/store/apps/details?id=com.quizizz_mobile.

Quizizz is a website that allows instructors to do formative evaluations for students of all ages by administering quizzes. According to Reece (2016) and Yoshida (1985), a quiz is a test of prior knowledge, particularly as a kind of competition in the form of a game. Despite the fact that it is a competition, the exam is enjoyable. The quiz is a fun and simple tool to assess pupils' knowledge on certain topics (Sue, 2006). She went on to say that the quiz will include a prize for those who achieved a certain level of success. As a result, it will reduce students' nervousness throughout the test with a quiz (Barbara, 2009). A quiz is often composed of multiple-choice questions that can be scored quickly and simply (Tabata et al., 2009; Zane & Lin, 2013), and it includes questions of varying complexity (William, 2011). Furthermore, the students' responses (feedback) will be sent immediately and automatically.

METHOD

This research conducts using study case of qualitative method. Collecting the data based on observation and interview in the online classroom during online reading assessment. The setting of this research is at SMAN 1 Subang in Eleventh grade student as population. The total population is 347 students from class 11 science 1 to 11 science 7 and 11 social 1 to 11 social 3. By using purposive sample, the writer chose 11 science 2 with total 35 students as appropriate sample for this research.

The writer collects the data using observation method. By observing and interview the students as a sample when they conduct their online reading assessment. In observation method, the writer check student score one by one. If they get a good score up from 73, the writer will conclude that Quizizz is appropriate application to conduct online reading assessment. If most of students get score under 73, the writer will conclude that Quizizz is inappropriate application to conduct online reading assessment.

Beside of observation, the writer also will collect the data by interviewing the samples. The writer will ask around 15 questions to students and will analyze the answer that they give. If the samples give a positive answer more than 60% all of the questions, the writer will conclude that Quizizz is appropriate application to conduct online reading assessment. Moreover, If the samples give a positive answer more than 60% all of the questions, the writer will conclude that Quizizz is in appropriate application to conduct online reading assessment.

The validity of the data will proof by transferability. That mean, the writer will transfer this method to different sample in same population to make sure that collecting data is valid.

FINDINGS

Based on below schedule of this research, the writer just conducts the research and will find the result of the research and report the research on December. In other hand, there is no finding data that writer can share in this section of the journal.

No.	Research Schedule	September	October	November	December
1	Research preparation				
2	Data resource				
3	Data Analyze				
4	Research reported				

CONCLUSION

In Conclusion, The Writer conduct the research analysis of using Quizizz in online reading assessment due to we still in pandemic situation and teacher should find the intresting method to conduct online reading assessment in public high school students. The writer will find the reason how Quizizz is appropriate application to use in online reading assessment.

By using observation and interview in study case of qualitative research, the writer will collect the data from SMAN 1 Subang as population and 35 students of 11 science 2 calss as the sample.

This research will reported in December and finding of this journal will be updated in December when the reaserch has been finished.

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