

**STUDENTS' PERCEPTION ON QUIZIZZ APPLICATION  
FOR FORMATIVE ASSESSMENT  
AT 10TH GRADE OF MAN 2 BANYUMAS**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.) Degree**

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*Assalamu'alaikum Warahmatullahi Wabarakatuh*

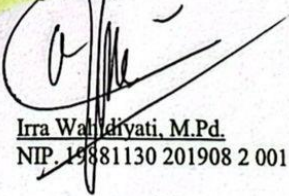
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*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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**STUDENTS' PERCEPTION ON QUIZIZZ APPLICATION  
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AT 10TH GRADE OF MAN 2 BANYUMAS**

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**ABSTRACT**

This research aims to analyze students' perception on Quizizz application on formative assessment at 10th grade of MAN 2 Banyumas. This research used a quantitative descriptive method with a questionnaire as a data collection technique. The questionnaire statements are 30 items and distributed to 370 respondents. The data is then presented in the form of a table after calculating the percentage of each statement. Then, the average percentage of each part was calculated. The result of this research showed that students' perception on Quizizz application for formative assessment reached 77,5%, which, if classified, is included in the good category. Thus, it can be concluded that perception agrees with the statement. The results explained that the percentage of Quizizz as an engaging tool that makes them more motivated, honesty and fairness in Quizizz, Quizizz in understanding material, teachers' creativity using Quizizz, Quizizz question types, Quizizz live modes and online reports. The percentages of all these parts fall into the good classification, which means Perception is generally accurate, although minor errors or limitations in understanding may occur.

**Keywords:** Formative Assessment, Quizizz Application, Students' Perception.

## MOTTO

*“La yukallifullahu nafsan illa wus’aha”*

“Allah does not test his servants beyond their capabilities”

(QS. Al Baqarah: 286)

“Stop dreaming, but do it!”



## **DEDICATION**

I dedicate this undergraduate thesis to:

My beloved parents

My beloved family

Myself

And all the readers





## PREFACE

In the name of Allah, the most graceful, the most. Praise Allah for blessing me with his mercy and guidance to finish this thesis entitled “Students’ Perception on Quizizz Application for Formative Assessment at 10th Grade of MAN 2 Banyumas”. It could be completed.

This thesis is presented as a partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to:

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21. Last but not least, I want to thank myself for never giving up and always staying true to who I am.

The researcher is aware that there are several errors and inadequacies in this thesis. As a consequence, comments and criticism are always welcome. Hopefully, the thesis will be useful to the readers. Aamiin.

Purwokerto, 10 Maret 2025

The Researcher,

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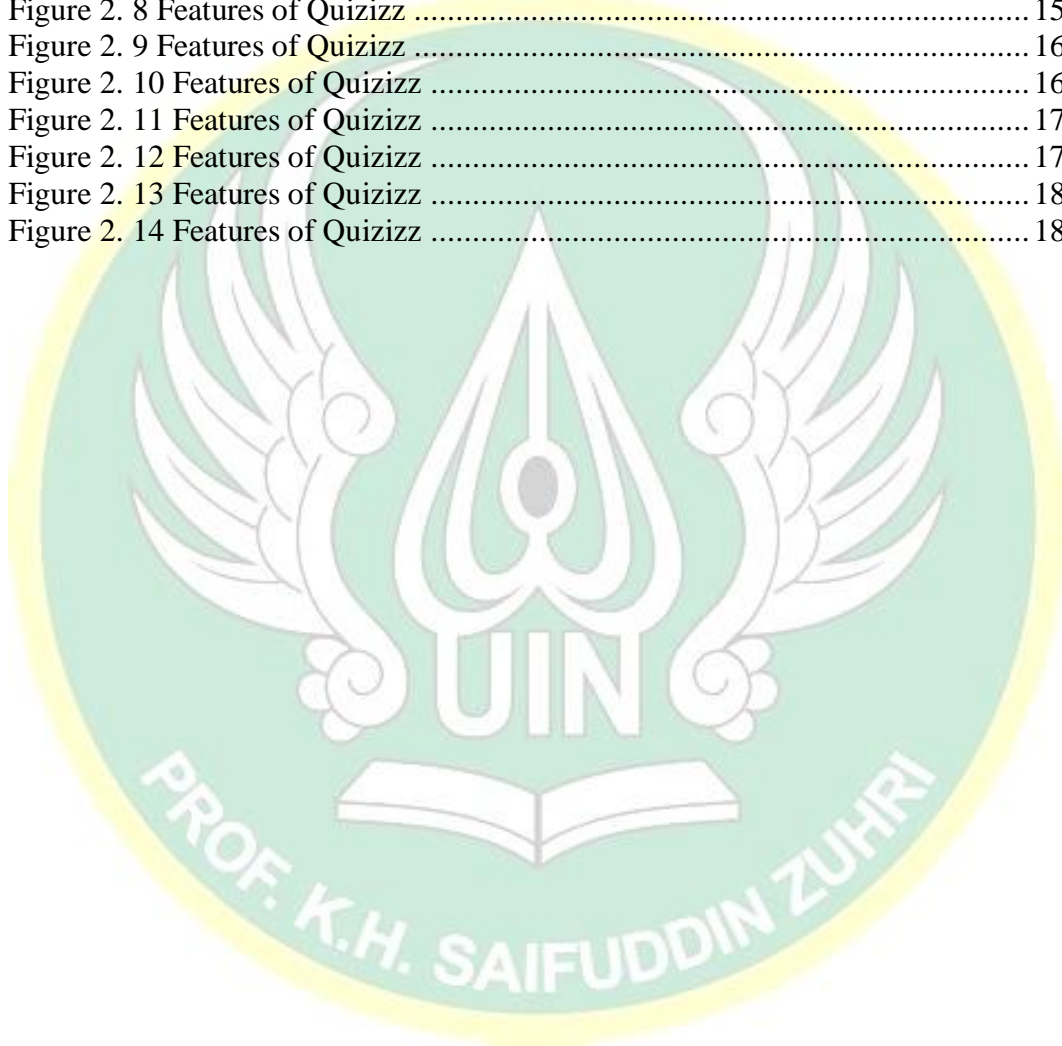
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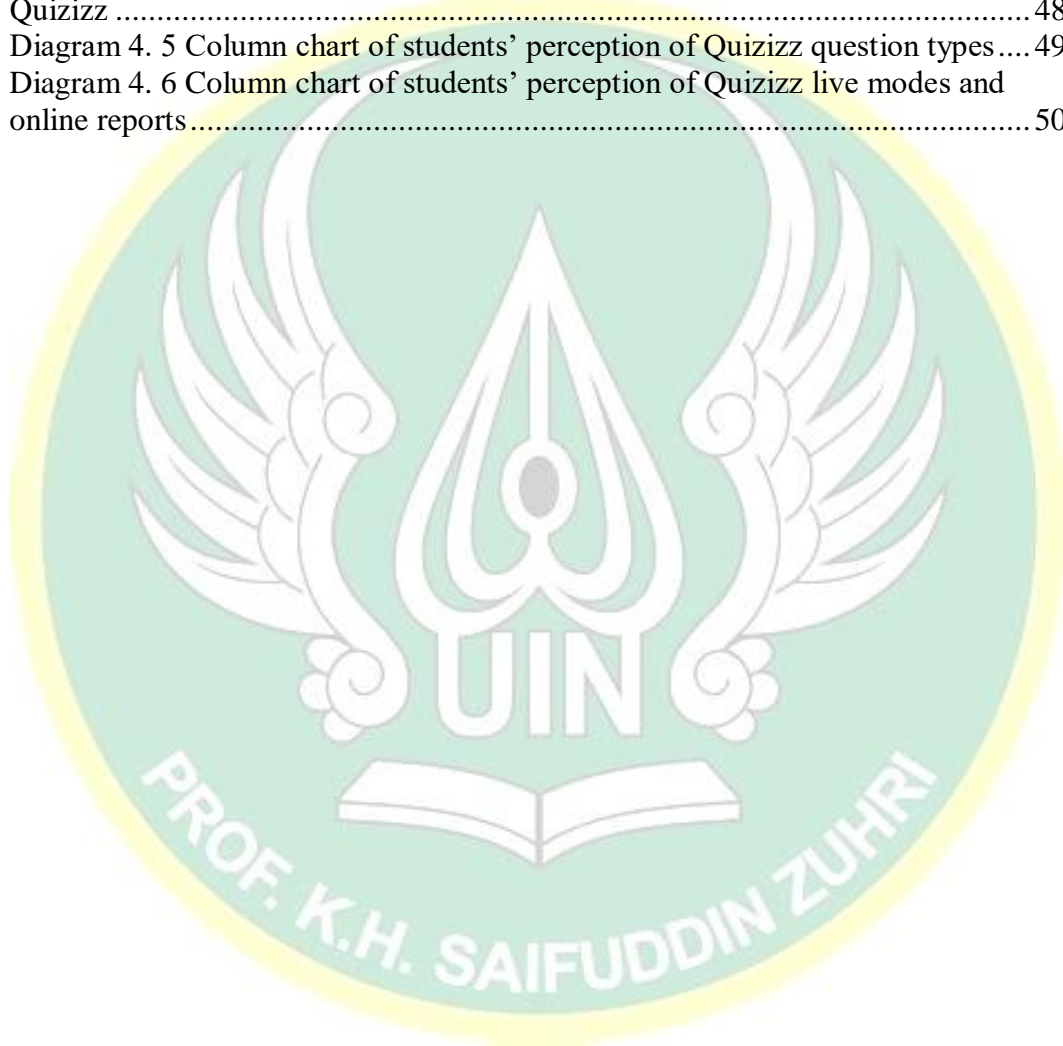
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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents the background of the study, the reasons for choosing the topic, the definitions of key terms, the research question, the aims and significance of the study, and the organization of the study.

#### **A. Background of the Study**

In Indonesia, English is taught at an early age; from elementary to high school, we have been taught to recognize English by making it one of the subjects in class for students. According to Adam et al. (2021), Teaching English involves guiding students to communicate effectively in English and develop their learning. It emphasizes the importance of teacher support in overcoming challenges faced in the classroom, particularly in the EFL context. Teaching English refers to the pedagogical practices and strategies educators employ to impart knowledge of the English language to students (Marzulina et al., 2021).

Teaching English will be more effective if teachers provide assessments as feedback for students. According to Brown & Abeywickrama (2019), evaluating or assessing the level or extent of an individual's characteristics requires conducting an assessment. Assessment can inform teaching and learning by identifying areas for improvement. Classroom assessment is a systematic process teachers and students use to gather, evaluate, and utilize evidence of student learning. This process serves multiple purposes, including identifying students' strengths and weaknesses, tracking their progress toward proficiency, determining grades, providing feedback to students and parents, and improving learning outcomes and motivation (Brookhart & McMillan, 2019). Classroom assessment can be categorized into two types. First, formative assessment, which occurs during the learning process, focuses on providing ongoing feedback to support student development. It functions as a continuous process rather than a specific set of methods or tools (Andrade & Cizek, 2010); and second, summative assessment, which involves assigning grades to

individual assessments and compiling them into a final report card grade to evaluate overall student achievement. Report card grade is a classroom assessment (McMillan, 2013).

Teachers can use various assessment media to measure students' understanding of the material when conducting classroom assessments. According to Byram (2004), assessment media can be categorized into traditional and modern. Traditional media generally relies on written assessment instruments. Meanwhile, modern media utilizes technology to create more interactive and diverse assessments. Nowadays, technology is developing to be more sophisticated. The development of technology influences some aspects of human activities. One aspect that has an impact is education, especially in learning English. Recently, technology has been used as an assessment tool in online systems, and the use of technology can help teachers complete their tasks more efficiently and effectively. This is related to students' behavior: they use and access the internet wherever they are. Therefore, many applications can be optimized as assessment tools, such as Kahoot, Socrative, Edmodo, Schoology, and Quizizz (Zuhriyah & Pratolo, 2020).

Assessment media is based on innovative and interactive digital technology, one of which is the Quizizz application. One of the applications that support free online-based formative assessment tools is Quizizz. The Quizizz digital platform application is closely linked to professional development activities for educators, particularly those who aim to become digitally literate and establish diverse learning communities with a shared focus on student-centered learning (Pudjiati & Madani, 2024). It lets teachers create game-based learning evaluations through quizzes to enhance the teaching and learning processes. According to Munawir & Hasbi (2021), Students were more focused and attentive to the quiz when using Quizizz, a learning evaluation tool that teachers may quickly use to evaluate students' learning in the classroom. The results of student assessments can be downloaded for free.

While Quizizz can be a valuable tool for English language learning, it is crucial to consider its limitations as a formative assessment. For teachers,

preventing cheating and maintaining data privacy can be challenging, and platform glitches can disrupt the assessment process. Students may encounter issues with their devices (internet connections); while Quizizz provides immediate feedback on correct and incorrect answers, it may not offer detailed explanations or suggestions for improvement. Students may find ways to cheat or collaborate during the quiz, undermining the assessment's validity. Therefore, the Quizizz application may not always provide sufficient context to assess students' ability to apply their knowledge in real-world situations (Pudjiati & Madani, 2024).

In the previous related studies, some found that students' perception of using the Quizizz application for formative assessment makes learning more interactive and varied. As mentioned by Meliana et al. (2023), students perceived Quizizz positively as a formative assessment tool for English Grammar. Bindiya & Fediyanto (2023) identified both benefits and challenges in Quizizz, such as technical issues and question type limitations. Hoang (2024) highlighted that students strongly engaged in Quizizz-based gamified formative assessments. Moreover, Heriyawati & Elfiyanto (2023) found that Quizizz Paper Mode enhanced student confidence and motivation in language assessment.

One school that has been applying to Quizizz is MAN 2 Banyumas. Based on preliminary observations on September 20, 2024, the researcher interviewed a 10th-grade English teacher of MAN 2 Banyumas and got some information about the assessment medium in English class. The teacher already used the Quizizz application and used it for formative assessment since 2020. The teacher said some students responded with joy, interest, and enthusiasm in every English class. The teacher chose the Quizizz application because it is attractive, there is already an analysis of the questions, the scores come out immediately, and the questions can be randomized so that each student can receive a different question for each number. The answer to each number can also be randomized. The problem is that some students still score below the KKM (*Kriteria Ketuntasan Minimal/Minimum Competency Standards*) average. Some students



use mobile phones while learning, so teachers' learning process is less effective. Teachers still have difficulty maximizing the use of technology in the form of Quizizz applications in the classroom. Using applications overwhelms teachers by controlling students following the learning process using a smartphone. In addition, teachers also keep students focused on the lesson.

Based on the background described above, the researcher is interested in studying students' perception on Quizizz application for formative assessment in the English class. Therefore, the researcher will conduct research entitled "Students' Perception on Quizizz Application for Formative Assessment at 10th Grade of MAN 2 Banyumas". This research analyzes the students' perception of implementing the Quizizz application for formative assessment.

## **B. Clarification of Key Terms**

This research focused on the student's perception on Quizizz application for formative assessment in 10<sup>th</sup> grade. To avoid the concept of my research widely, the research explained the research variable as follows:

### **1. Student Perception**

Perception is how you think about or understand someone or something (Rashed, 2022). Meanwhile, Bimo Walgito (2004) states that perception is preceded by sensing, an intangible process of receiving stimulus through their receptors so that individuals realize what is seen and heard, and so on, the individual experiences perception. According to biological perspectives, perception is the collection of mental images of things and occasions brought about by stimulating bodily sense receptors. Students' perceptions are their unique opinions, convictions, and attitudes about their educational experiences.

### **2. Quizizz Application**

Quizizz is a popular online learning platform that allows teachers to create interactive student tests and activities. According to Prastowo & Nurdiyanto (2021), Quizizz is a learning evaluation medium that uses online media to create material exposure through interactive quizzes enriched with animations and very interesting and easy-to-use interactions.



Teachers may use the Quizizz application to provide homework or tasks to students so they can practice. This means that teachers are not limited to administering assessments.

### **3. Formative Assessment**

The best formative assessment involves both student's and teachers' recursive processes. according to Brookhart (2010), Formative assessment is not intended for grading but rather for guiding student learning. Students should be given the opportunity to develop their understanding and skills before being evaluated based on their performance. Brown & Abeywickrama (2019) stated that formative assessment evaluates students in “forming” their competencies and skills to help them continue that growth process. Formative assessment is an essential part of teaching and learning.

### **C. Research Question**

This research is to answer the following questions: What are the 10th-grade students' perceptions of using Quizizz for formative assessment at MAN 2 Banyumas?

### **D. Aims and Significances of the Study**

#### **1. The objectives of the research**

Based on the research question above, the study aims to analyze the 10th-grade students' perceptions of the Quizizz application for formative assessment at MAN 2 Banyumas.

#### **2. Significance of the study**

##### **a. Theoretical Significance**

Able to know how students' perception on Quizizz application for formative assessment.

##### **b. Practical Significance**

##### **1) For Teachers**

The results of this study can assist teachers in evaluating the English assessment method used for students, using the information obtained about students' perceptions and responses in the use of

Quizizz as formative assessment media in the classroom.

## 2) For Other Researchers

This research can be helpful as a reference for other researchers who will research the same topic because, with this research, future researchers can understand the concepts and theories that have been used. Another hope is that this research can increase motivation for other researchers to find new things about English assessment media using Quizizz.

## **E. Organization of the Paper**

This research is divided into five chapters and explained as follows:

Chapter I is the introduction, which consists of the background of the study, clarification of key terms, research questions, aims and significance of the study, and organization of the paper.

Chapter II is the literature review. It explains the definition of students' perceptions, the factors affecting the perception, the indicators of perception, the definition of Quizizz application, the basic operation and features of Quizizz, the procedures of using Quizizz application, the advantages and disadvantages of using Quizizz, the definition of formative assessment, the types of formative assessment, the strategies of formative assessment, and previous studies.

Chapter III is the methodology comprising the research design, the research site and participant, the research population and sample, the data collection techniques, and the data analysis technique.

Chapter IV is the findings and discussion that consists of the research findings and discussion.

Chapter V contains the conclusion and suggestions, including the conclusion, study limitations, and suggestions.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the definitions, relevant theories, and previous studies that support this research.

#### **A. Theoretical Framework**

The theoretical framework elaborates in detail the theories of the students' perception, Quizizz application, and summative assessment.

##### **1. Students' Perception**

The theory of students' perception explains the definition of students' perception, factors affecting the perception, and indicators of perception.

###### **a. Definition of Students' Perception**

Students' perception refers to understanding, interpreting, and responding to their learning environment, experiences, and interactions. Describes how students perceive, comprehend, and react to their relationships. According to Armstrong (2023), Perception is the acquisition of knowledge about the physical world using the senses, and it seems to involve so much more than this. Perception is the process through which the human senses receive and interpret signals from the environment, including visual input (the eyes), hearing (ears), touch (the other parts of the body), smell (nose), and taste (tongue). This process involves organizing and processing the acquired information to create a meaningful experience. In addition, perception refers to how students view and evaluate their learning experiences, impacting their engagement and academic success (Habiburrahman & Dwinalida, 2024).

Furthermore, according to Bimo Walgito (2004), perception is preceded by sensing, an intangible process of receiving stimuli from individuals through their receptors. Thus, when individuals realize what is seen, heard, and so on, they experience perception. According to Arroyan & Ma'rufah (2024), perception refers to how users view and interpret their experiences. Perception encompasses the subjective

evaluations and feelings of their personal experiences and interactions. Perceptions can significantly influence how students engage and their language learning experience (Dwinalida, 2023). Knowing students' perceptions is one of the teacher's obligations because without looking at students' perceptions, the teacher can be less precise in carrying out the teaching and learning process in the classroom. Of course, knowing the students' perceptions in class is very important for the teacher who teaches at school because it can help the teacher understand more about his students' feelings and needs.

#### b. Factors Affecting Perception

The perception of students can occur to each individual influenced by several factors. According to Asrori (2020), three factors exist in perception, namely:

##### 1) Object

One of the objects that can stimulate someone's senses is the item. The stimulus may originate from within the person or from an external source.

##### 2) Sense

Stimuli reach a person's center through their senses and are sent to the brain. Subsequently, the brain improves an individual's response through personal perceptions.

##### 3) Attention

Since attention is the focus of a person's actions on a specific set of issues, it is a quality that plays a significant role in forming perception.

It can be concluded that various factors can influence students' perceptions, which can differ for each individual. Every student will view things differently and hold various opinions. Therefore, teachers need to know students' perceptions in the class so that teachers can give their students the best.

In contrast, Asrori (2020) has 2 factors. Tahar et al. (2020) state



that two factors, namely, influence perception:

1) Internal factors

Internal factors included attitudes, characteristics, and feelings of a person, as well as the hope, desire, physical condition, motivation, and needs of each individual.

2) External factors

External factors included information obtained by someone else, factors from a family background, or knowledge gained around them.

The situation is the dominant factor that affects perception from both factors mentioned above. In this context, an individual's emotional state influences their behavior. Mood affects how a person perceives, processes, and retains information, shaping their ability to respond to and remember experiences. It can be concluded that the perception process in each student can happen just like that. Still, through reason that arises because it is influenced by several of these factors with the perception of students, it can be helpful to know the other side of the student's view because it could be the perception of a teacher and student will be different.

**c. Indicators of Perception**

Each person has a different perception of something or phenomenon from other people. It can happen because of the process of each person's perception. According to Bimo Walgito (2004), perception has several indicators. The indicators are:

1) Absorption

Absorption of stimulus or objects from the external Object of the individual. Stimulus or objects are absorbed or accepted by the five senses, whether sight, hearing, touch, smell, or taste. The sensory absorption or reception of stimuli generates an image, response, or impression in the brain. The nature of this image, whether singular or multiple, depends on the object being perceived. These new and

previously stored impressions are accumulated in the brain. The clarity of the perceived image is influenced by factors such as the distinctiveness of the stimulus, the normal functioning of the senses, and the temporal proximity of the experience.

## 2) Understanding

After an image or impression appears in the brain, it is organized, classified, compared, and interpreted to produce understanding. This process occurs quickly and has unique characteristics. The meaning formed also depends on the individual's previous images or experiences, referred to as perception.

## 3) Assessment or evaluation

Once understanding is established, individuals judge by comparing their newly acquired knowledge with their personal criteria or standards. There are differences in individual judgment even though the Object is the same. As a result, perception is individual. The process is said to pay attention. Attention is someone's concentration on all activities carried out by only focusing on an Object to perceive something.

## 2. Quizizz Application

The theory of the Quizizz application explains the definition of Quizizz application, basic operation and features of Quizizz, the procedures of using Quizizz application, and the advantages and disadvantages of using Quizizz.

### a. Definition of Quizizz Application

Developing technology in the modern era makes teachers apply media or tools through online systems. One online tool that uses technology is the online form of quizzes. The application is Quizizz, an online quiz with many assessment exercises and practice. According to Setiyani et al. (2021), online learning applications are multiplying and can be accessed for free, one of which is Quizizz. Brahmana (2022)

mentions that Quizizz allows students to learn in an exciting and not dull way anytime and anywhere through their smartphone, computer, or other device. Zuhriyah & Pratolo (2020) found that students perceive Quizizz as an engaging tool that enhances their confidence, motivation, and skills. Students favor this platform because it provides a fun, flexible, and easily accessible learning experience.

The platform enables teachers to design quizzes with various question types, including multiple-choice, true/false, and open-ended questions. It is widely used in educational settings for both formative and summative assessments. Teachers can also randomly assign many questions to hone students' abilities (Zuhriyah & Pratolo, 2020). Once that has been done, time can be provided for each question, which the teacher can arrange. Students can easily access this media by entering a code into the Quizizz platform that the teacher has provided, and the teacher can also have the students' answer file by downloading it at the end of the game.

#### **b. Basic Operation and Features of Quizizz**

Quizizz is available at [www.Quizzz.com](http://www.Quizzz.com) or can be downloaded through the Play Store and the Gadget or Smartphone app store. Of course, the features provided by Quizizz can assist teachers in conducting evaluations with an attractive appearance. Teachers can set the time according to their wishes. To clarify the features provided by Quizizz, the researcher will display the following figure. Akhtar et al., (2019) elaborate that Quizizz media is one of the evaluation media where Quizizz users can have statistical data related to students' performance results; the data can also be downloaded in the form of an Excel spreadsheet, so the Quizizz feature makes it easier for teachers to observe and track answers from students.

- 1) The first feature that Quizizz users will encounter when opening this application is in the login menu, where they must log in using their Google or Email accounts.

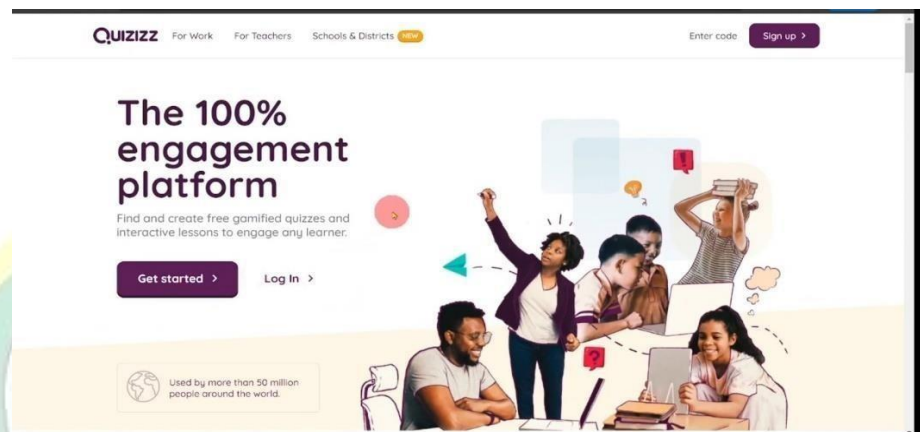


Figure 2. 1 Features of Quizizz

- 2) The second feature will be three categories, which teachers and students can select by pressing the “at school” button.

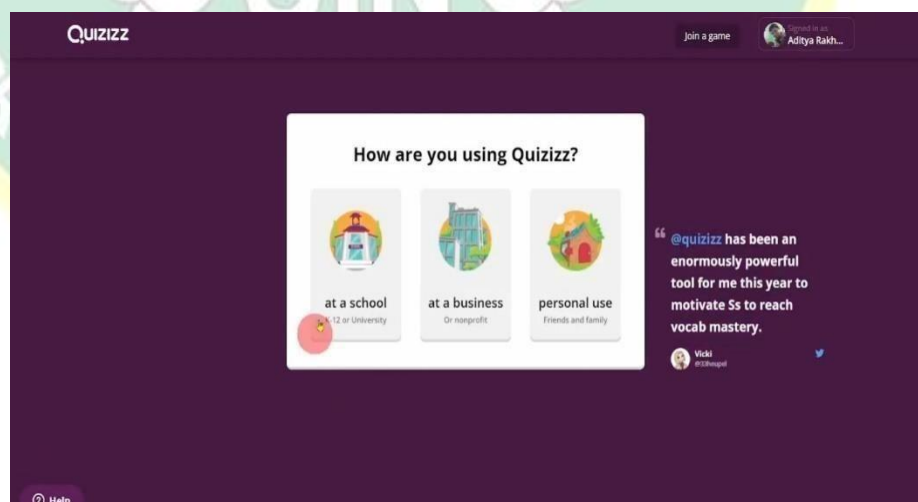


Figure 2. 2 Features of Quizizz



- 3) After that, Quizizz will show 2 options: for teachers, users can choose the “teacher” option, and students can choose the “students” option.

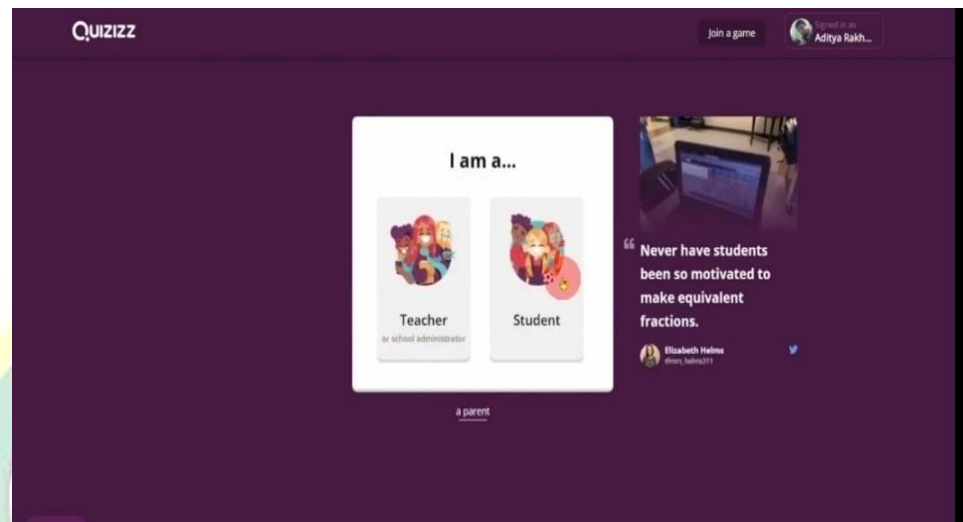


Figure 2. 3 Features of Quizizz

- 4) Next Quizizz will show a general view that has a variety of features provided, including:

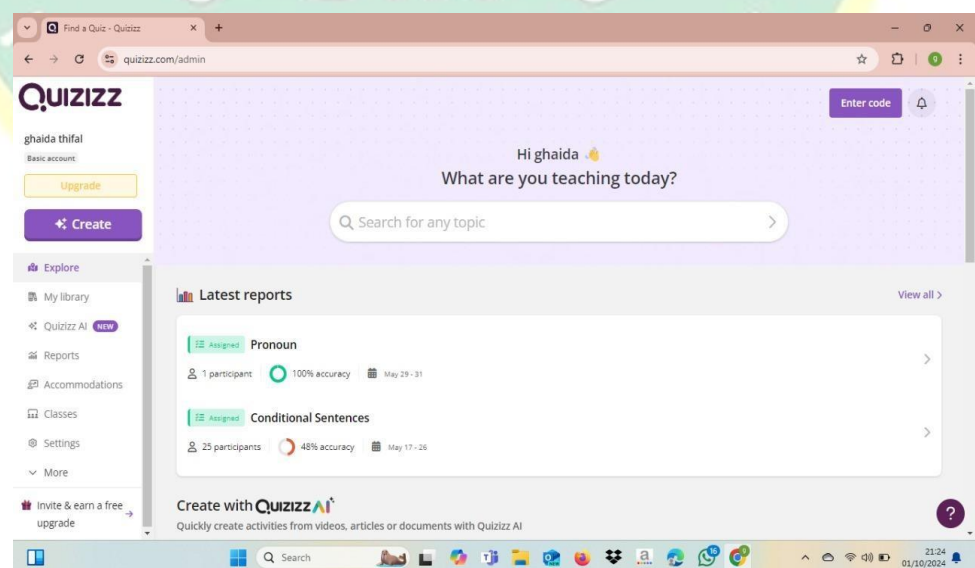


Figure 2. 4 Features of Quizizz

- a) The profile features that contain a portfolio of tasks or folders that Quizizz users have done.

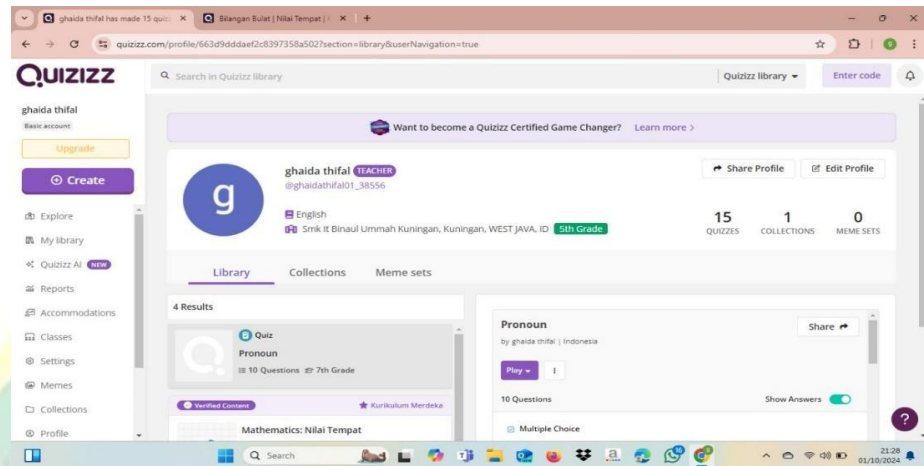


Figure 2. 5 Features of Quizizz

- b) The collection feature allows Quizizz users to save or fill in a folder.

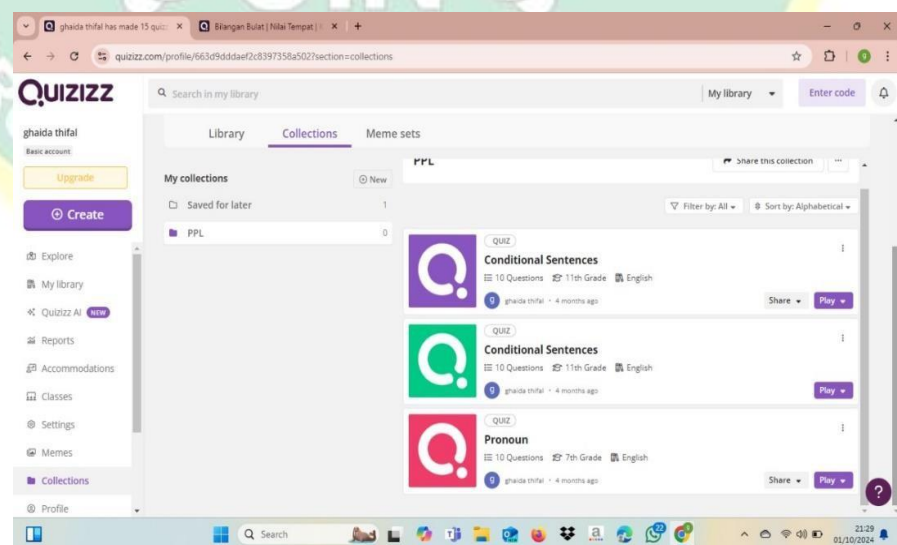


Figure 2. 6 Features of Quizizz

- c) Quizizz provides a meme feature for users to search for emoticons of interest to make this media more interesting and funnier.

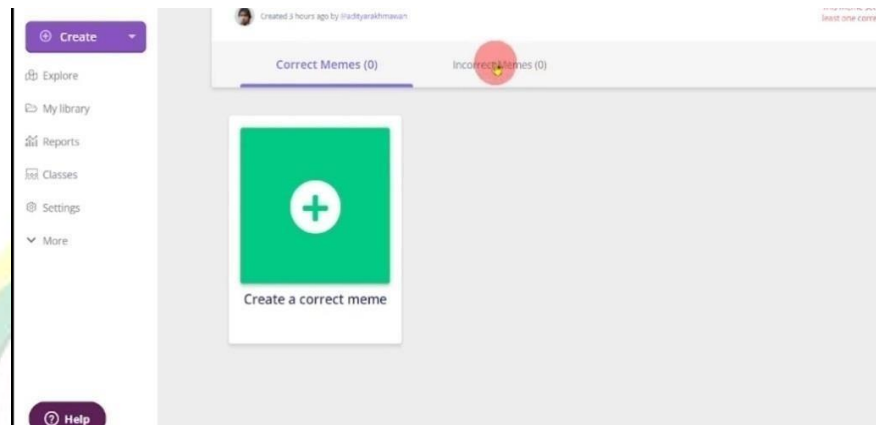


Figure 2. 7 Features of Quizizz

- d) Quizizz provides the setting feature for users as a menu to change the language used, accounts, and passwords, and can delete accounts.

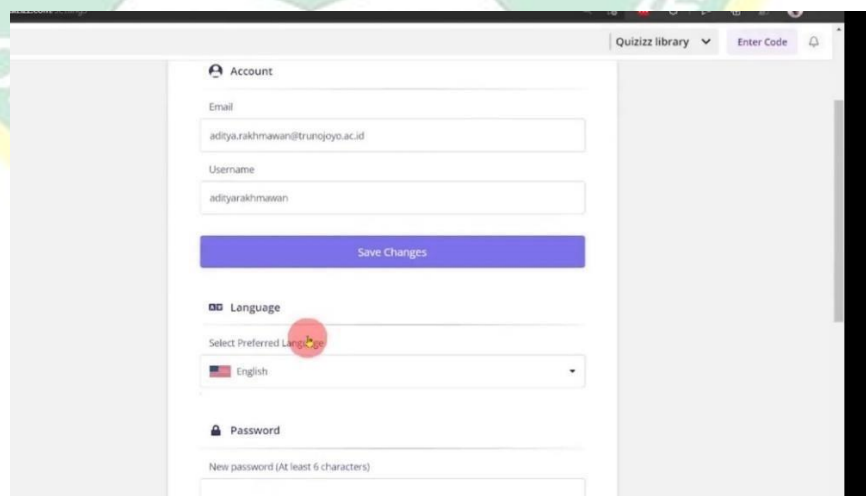


Figure 2. 8 Features of Quizizz

- e) The classes feature is intended for Quizizz users who want their Quizizz account to be in sync with Google Classroom, which is used in class.

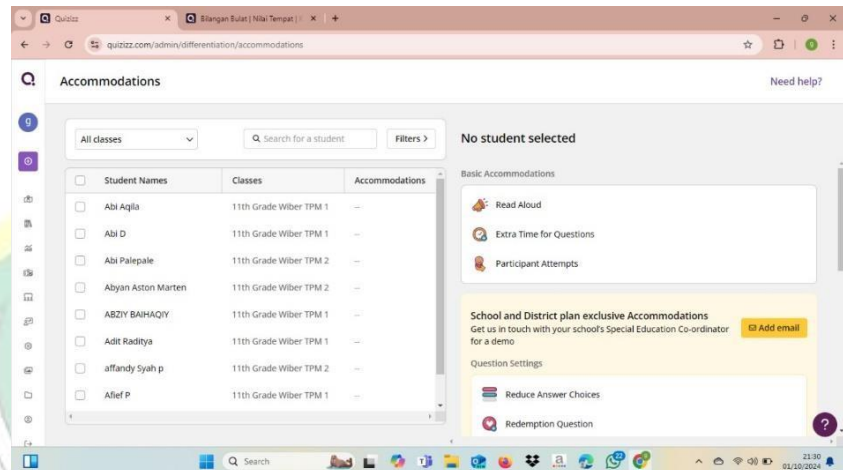


Figure 2. 9 Features of Quizizz

- f) The report feature is provided for users who want to download data or Excel reports based on the results of the questions they have been working on.

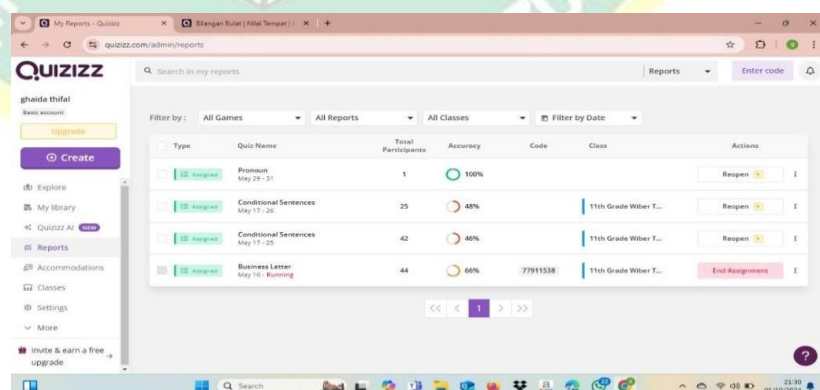


Figure 2. 10 Features of Quizizz



- g) The My Library feature is provided as a place for Quizizz users to save the work that has been created.

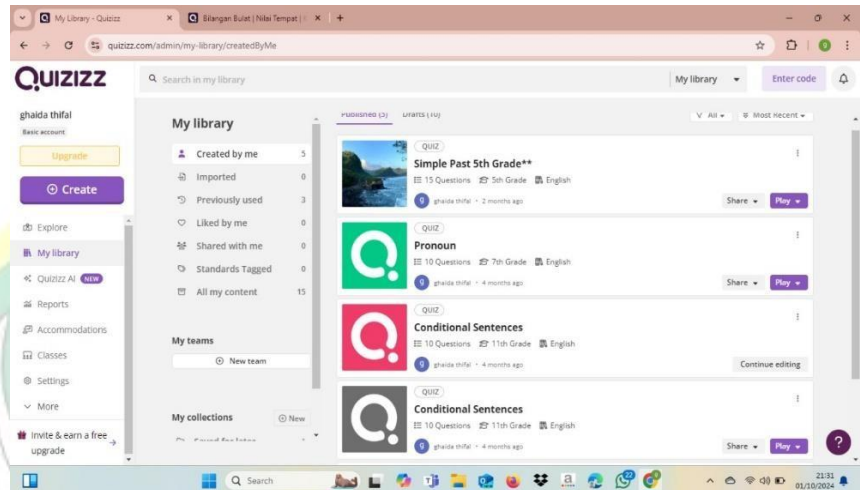


Figure 2. 11 Features of Quizizz

- h) The Explore feature is provided if Quizizz users voluntarily choose to use quizzes created by question makers or other teachers.

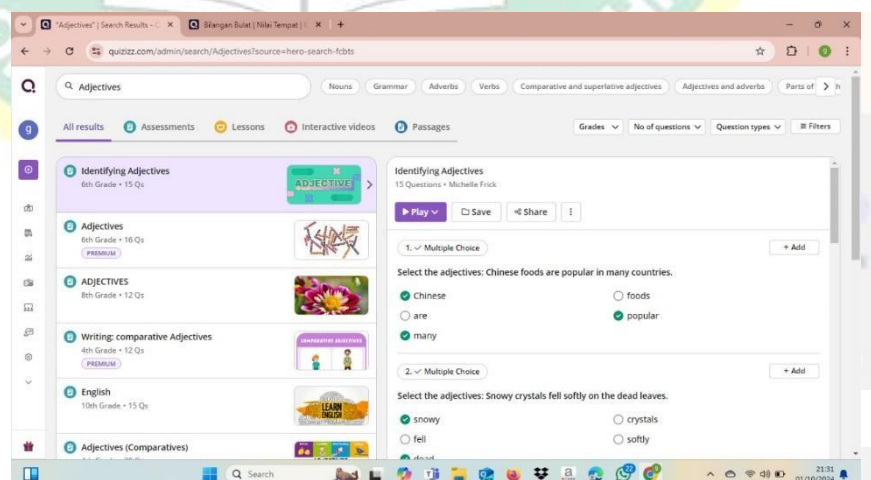


Figure 2. 12 Features of Quizizz

- i) The create feature is provided if Quizizz users want to create their quizzes.

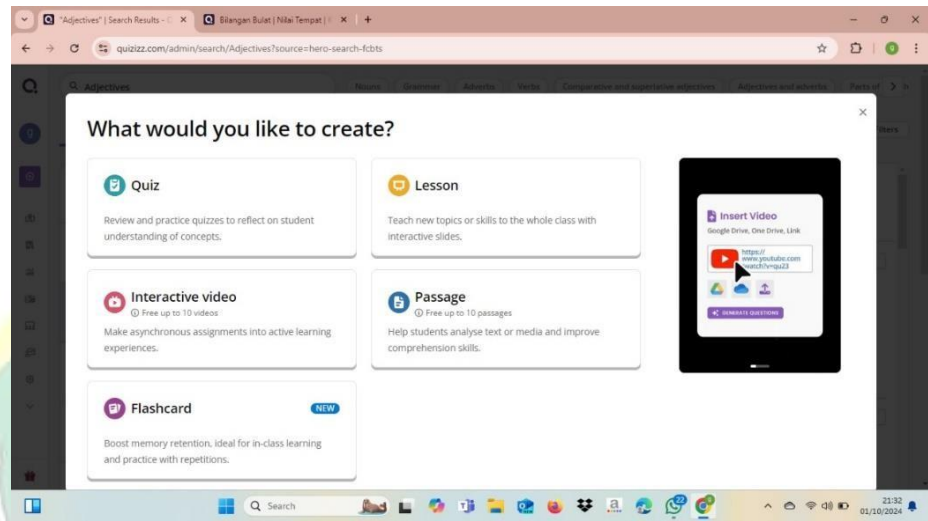


Figure 2. 13 Features of Quizizz

- 5) The last feature is a display with attractive colors, and Quizizz users can add audio, video, and images as desired.

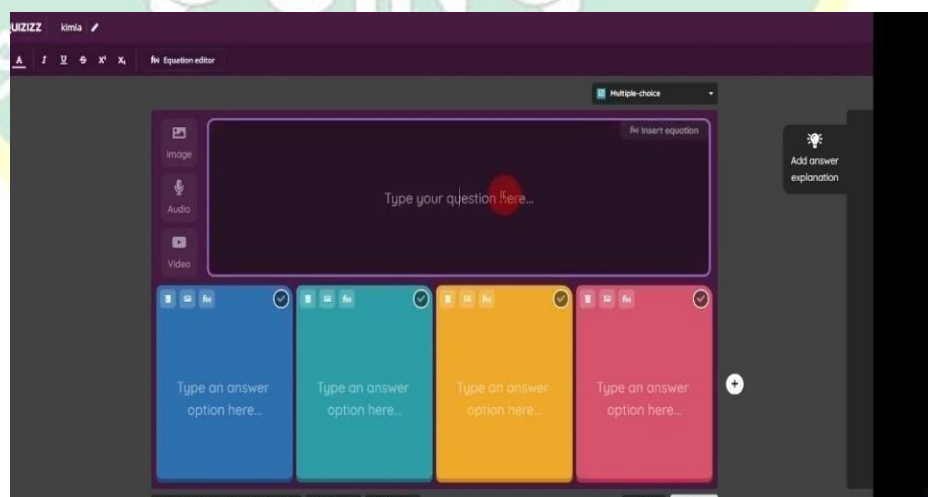


Figure 2. 14 Features of Quizizz

From the explanation above, it can be concluded that Quizizz is a modern learning media. This media provides exciting features and is easy for various groups to use. The features provide instructions that Quizizz users will easily understand.

### **c. Procedures of Using Quizizz Application**

Using Quizizz is straightforward and can enhance the learning experience through interactive quizzes. The procedure for using Quizizz is easy for teachers and students. Quizizz can be divided into two parts: the teacher, who becomes the host (the person in charge of making room and quiz questions), and the students, who are the users (the person in charge of answering quiz questions). Asrifan et al., (2020) also explain the stages of how to use Quizizz in 2 parts, namely for teachers and students:

#### **1) For teachers**

The following are the steps in implementing the use of Quizizz:

- j) Please open a browser and log in using the web address [www.quizizz.com](http://www.quizizz.com).
- k) Please include the Gmail/mail account you will use.
- l) After the display appears on the screen with 3 options, please select “at a school.”
- m) After clicking “at a school,” two roles will appear: student and teacher; please choose a teacher.
- n) Please enter your identity (username, email, and password), then continue.
- o) Click on the words “create” that appear on the screen so you can start making quiz questions for students.
- p) Fill in the name of the quiz you have made following the subject you can choose on the subject category menu.
- q) In the quiz editor menu, there will be given 2 options. That is, create new questions that already exist in the previous

quiz (teleport). If you create a new question, you will be given 5 choices: Multiple choice, Checkbox, Fill-in-the-blank, Poll, and Open-ended.

- r) If the user has finished creating quiz questions, it can publish the quiz to students. You can choose between “play live” if you want to run the quiz at the same time and “Assign” if your quiz will be used as homework for students by setting the time according to what you specify.
- s) After making a choice, an information display will appear in the form of a quiz link and “game code,” which you can share with your students through various platforms using the “copy link.”
- t) If the quiz has been completed, you can download reports on the results of quizzes by students in Microsoft Excel form.

The step above suggests that this is what a teacher or educator must do to access Quizizz in learning activities.

## 2) For students

The following are the steps in implementing the use of Quizizz for the students:

- a) Please open a browser and log in using the web address [www.quizizz.com](http://www.quizizz.com).
- b) Include the Gmail/mail account you will use.
- c) After the display appears on the screen in 3 options, please select “at a school”.
- d) After “at a school” is clicked, 2 choices of roles will appear, namely as a student and as a teacher; please choose as a student.
- e) After that, a data display will appear that students must fill in, namely, their date of birth and education level.
- f) After filling in the data, students can enter the game code



the teacher gave and click “join”.

- g) Students can start working on the questions using the teacher’s provisions.

#### **d. The Advantages and Disadvantages of Using Quizizz**

Quizizz is one of the best media teachers use to improve students’ English majors. Students can benefit from Quizizz by developing language skills. There are some advantages and disadvantages to using the Quizizz application.

##### **1) The Advantages of using Quizizz**

There are some advantages of using Quizizz as a learning media in class:

- a) Quizizz can help evaluate students’ motivation in English subjects through online quizzes, which means using quizzes as a medium in the classroom to encourage students’ ability and motivation in learning English. Basuki & Hidayati (2019) stated that quizzes help students to be in contact with the material or subject learning and encourage students’ confidence to learn and take the quiz to evaluate their ability. Quizizz also motivated competition in the classroom because everyone wants their name to be at the top of the leaderboard.
- b) Quizizz is a way for students to be honest when answering questions when performing an exercise or quiz. During the quiz, each student will answer the question that appears on their smartphone or gadget. Each student will get the same question but in a different order, so this system would reduce cheating in answering the quiz, and students will get used to being honest. According to Akhtar et al., (2019), Quizizz shows real scores and ranks each student based on their performance in answering the question.

- c) Quizizz helps students understand the material when learning English. According to Rahayu & Purnawarman (2019), quizzes allow students to review the quiz questions after they have answered all the questions, so students will quickly know the correct answer and the explanation of the material.
- d) Quizizz enables teachers to be creative. According to Mukhtar et al., (2019), Quizizz allows teachers to create their quiz to use in the teaching and learning process. it means that the teacher could design Quizizz, so the teacher can show their creativity and then apply the quiz as an assessment to know students' ability after learning, so the application not only gives advantages for students but also for teachers.

Meanwhile, Chen (2022), in the book “Emergency Remote Teaching and Beyond” said the advantages of Quizizz:

- a) Five types of activities apart from the slide tool. The five types of activities are designed to make learning more interactive and varied. These typically include multiple-choice questions, fill-in-the-blanks, polls, open-ended questions, and matches. According to Zuhriyah and Pratolo (2020), The Quizizz application is user-friendly and has various features that enhance its effectiveness as a supportive learning tool.
- b) Highly engaging tool: open-ended. According to Dewi et al., (2022), Quizizz was selected as a learning medium because it offers an engaging, creative, and innovative approach. It provides features such as presentation slides, polls, and interactive quiz games, which can enhance the learning process.
- c) “Live modes” to play with the class synchronously.

According to Dewi et al., (2022), students emphasized the importance of teamwork in the learning process, which is supported by the Quizizz application and encourages their engagement. Those who use Quizizz for learning and interactive activities noted that its reward and leaderboard system enhance their motivation. Additionally, students can monitor their progress through the projected screen or their smartphones, allowing them to identify areas where they need improvement.

- d) Asynchronously learning through the “assignhomework” option. According to Dewi et al., (2022), Quizizz-based learning media offers high flexibility, making it suitable for both blended learning and fully online learning environments.
  - e) Online reports for each participant and question. According to Dewi et al., (2022), students can monitor their own progress in real-time as well as their peers’ progress. The interactive leaderboard feature enhances engagement by displaying rankings for each question, making the learning experience more dynamic and visually appealing.
  - f) Teacher-friendly tool. According to Dewi et al., (2022), Quizizz is easily accessible to both educators and students.
- In summary, Quizizz functions as a web-based tool that facilitates the creation of interactive quiz games, making it an effective instructional resource for classroom learning.

## 2) The Disadvantages of using Quizizz

According to Hastuti (2021), Quizizz as an assessment media for learning English has disadvantages of Quizizz:

- a) Sometimes, an unstable network or an Internet with problems will hinder learning. When students take network quizzes and disrupt their learning, learning will also be

hampered.

- b) When taking quizzes, students can open a new tab to look for answers on other websites.
- c) If the time management specified is inappropriate, this can be a problem because students who can initially get top grades may be downgraded.
- d) It will be an additional obstacle or problem if students arrive late to join.

Meanwhile, Chen (2022), in the book “Emergency Remote Teaching and Beyond” said the disadvantages of Quizizz:

- a) Time constraints to do the activities. According to N. N. Dewi (2021), by utilizing Quizizz, students have limited opportunities to cheat, as the questions and answers are randomized and accompanied by a time constraint.
- b) Limited deadlines for basic plan accounts. According to Faroh (2023), the quiz may expire, requiring a premium plan to extend the deadline or to have more flexible control over the quiz availability. This limitation encourages users to upgrade to paid plans for extended features, such as longer deadlines or permanent access to certain resources.

From the explanation above, besides the advantages, it cannot be denied that the Quizizz application has disadvantages as an English assessment media. Therefore, Quizizz users must carefully prepare before using it to avoid problems when the application is used. By preparing well, the chance of fluency in using the Quizizz application will be even greater. That way, Quizizz users can operate the application comfortably and without interruption.

### **3. Formative Assessment**

This section describes the definition of formative assessment, the types of formative assessment, and the strategies of formative assessment.



### **a. Definition of Formative Assessment**

Teachers carry out assessments to provide evaluation and feedback to students so that teachers can determine students' abilities to master the subject matter. Two common types of assessment are formative assessment and summative assessment. Both types of assessments play a crucial role in the educational process by providing valuable insights for teachers and students. In this research, the researcher will explain formative assessment.

Formative assessments are usually meant to measure learning and provide feedback. According to Brown (2014), formative assessment measures students' competencies and skills with the goal of shaping their development and supporting their continuous learning progress. Meanwhile, Heritage (2021) states that formative assessment is a series of practices that allow teachers and students to collect evidence of learning while students actively develop their knowledge, skills, and understanding. This evidence is then used to guide and enhance the learning process. According to Janah et al. (2022), formative assessment is an integral teaching and learning process involving the ongoing evaluation of students' understanding and skills during the educational process. According to Sabiq & Ardiana (2020), Formative assessment is an assessment for learning that teachers administer to measure students' progress and provide feedback to modify learning activities.

The purpose of formative assessment is to provide students with feedback on their progress, enabling them to direct their future learning. Additionally, it offers teachers valuable insights that inform course development and lesson planning (Arif, 2020). According to Porter-Szucs et al. (2025), formative assessment thus shapes or forms learning as it takes place, and all attentive teachers engage in it. Formative assessment is not to evaluate the student's knowledge but to improve it. It can be concluded that formative assessment is a process

conducted by educators to evaluate students' understanding of specific units or subjects. This assessment can be implemented at various stages of the learning process, including the beginning and the end of a lesson.

#### **b. Types of Formative Assessment**

Formative assessment involves providing students with information designed to influence their thinking or behavior to enhance their learning outcomes. According to Hall and Burke in their book *"Making Formative Assessment Work"* in a thesis by Aswar (2018), there are two types of formative assessments:

##### **1) Planned Formative Assessment**

According to Hall and Burke, as cited in Aswar (2018), planned formative assessment demonstrates students' thinking abilities. It is conducted at the beginning and end of a topic, with the primary goal of enhancing and refining the teaching and learning process. The information gathered from teacher-assigned activities is analyzed by either the teacher or the student. Subsequently, the student engages in actions to better understand the topic. Ultimately, planned formative assessment aims to improve learning outcomes through structured and intentional evaluation.

##### **2) Interactive Formative Assessment**

According to Hall and Burke, as cited in Aswar (2018), define interactive formative assessment as an assessment that occurs during teacher-student interactions. This process involves observing, identifying, and responding to students' learning progress and can occur at any point during instruction without time limitations. For example, in a workshop setting, the teacher assigns a group activity and observes students' thought processes based on prior knowledge or previous lessons. The teacher then provides feedback or poses questions about their interactions and evaluates the significance of the information gathered.

According to Brookhart (2010), formative assessment comes

in various forms, all aimed at monitoring student learning and providing ongoing feedback to improve teaching and learning.

There are types of formative assessment commonly used:

- 1) Questioning: The teacher asks open-ended or probing questions to assess student comprehension and promote critical thinking.
- 2) Project and presentations: Students apply their knowledge to create something or present their understanding.
- 3) Quizzes: Short, low-stakes assessments are used to gauge understanding and provide immediate feedback, for example, Quizizz, Kahoot quizzes, or a quick multiple-choice test.
- 4) Self-Assessment: Students evaluate their work and learning processes, often reflecting on their strengths and areas needing improvement.
- 5) Peer Assessment: Students assess each other's work and provide constructive feedback.
- 6) Homework Reviews: Reviewing and discussing homework assignments to provide feedback and clarify misunderstandings.
- 7) Observations: The teacher observes students during lessons or activities to assess their real-time understanding, engagement, and skills.

### **c. The Process of Formative Assessment**

Formative assessment process as used by successful students and teachers. According to Brookhart (2010), The formative assessment process primarily serves as a means of communication between teachers and students. There are some processes of formative assessment:

- 1) Understanding the Learning Target

Whether the learning objective is a specific goal for a single lesson or a broader developmental target, the teacher typically

begins by formulating or selecting learning objectives that align with the curriculum's scope and sequence. This curriculum is generally designed to meet state or professional learning standards. Additionally, the teacher must have a clear understanding of the criteria for high-quality work and be able to assess students' progress toward achieving the learning goal.

## 2) Produce Work

Provide students with instructional guidance that clearly communicates learning objectives and assigns tasks that align with these targets. The closer the practice assignments reflect the intended learning goals, the more effective they become in supporting student progress. Additionally, well-designed assignments offer valuable formative assessment data, helping to determine the next steps in the learning process. Various teaching strategies and tools are available to assist educators in designing effective classroom activities.

## 3) Compare Performance with the Learning Target

Students do not always naturally reflect on their work as intended by the teacher. To facilitate this process, rubrics with clear performance-level descriptions are essential. However, even with well-defined rubrics, students still require guidance and practice in evaluating their work against the rubric criteria. Encouraging students to collaborate in assessing their work can be beneficial, as they may more easily identify strengths and areas for improvement in their peers' work than in their own. Additionally, teachers contribute their professional expertise in learning progressions to further support this evaluative process.

## 4) Evaluating Strengths and Weaknesses

Teachers assess student work for multiple purposes. First, these evaluations serve as the foundation for providing feedback to students. Second, they help identify areas that require reteaching,



review, or enrichment, particularly when groups of students exhibit similar strengths and weaknesses. Additionally, engaging students in the evaluation process enhances their sense of control over their learning, which can increase motivation. Through self-evaluation, students develop awareness of their areas for improvement and begin to conceptualize higher-quality work. This reflective process guides their future efforts and practices in mastering the learning tasks.

#### 5) Give Feedback for Improvement

Formative feedback from teachers should be informative rather than judgmental. It should clearly outline the areas where students need improvement and provide guidance on how to enhance their learning. The more specific the feedback, the more effective it will be in supporting student progress. (Brookhart, 2010).

**Table 2. 1 The Formative Assessment Process**

<b>The Formative Assessment Process</b>	
<b>Students</b>	<b>Teachers</b>
Understand the target. (focus on learning goals).	Select and clearly communicate the learning target (understand typical learning progressions in the area).
Produce work.	Make at least one assignment.
Compare the work with the target. (take stock of where current work is in relation to the goal).	Compare student performance with the desired target or goal and determine its place in a typical learning progression.
Evaluate strengths and weaknesses.	Evaluate students' strengths and weaknesses.
Prescribe action for improvement.	Give clear oral or written feedback.
Take action for improvement: study, practice, review, etc.	Support or assign action to close the gap.

Adopted Brookhart (2010)

According to Heritage (2021), there are three processes of formative assessment:

- 1) Learning goals and success criteria: Defining learning objectives and success criteria is the first step in formative assessment.
- 2) Eliciting and using evidence: Collecting evidence of learning and using it to adjust teaching is a core part of formative assessment.
- 3) Feedback to students: Providing feedback to students so they can improve their understanding and performance is a key step in this process.

#### **d. The Strategies of Formative Assessment**

Formative assessment is a continuous process teachers and students use to facilitate teaching and learning. It enhances students' comprehension of intended disciplinary learning outcomes and supports their development as self-directed learners. William (2011) stated that the discussion thus far has established that any assessment can be formative when it enhances instructional decision-making, whether through immediate adjustments, real-time decisions, or long-term planning. All teaching encompasses three fundamental processes and involves three key participants. The processes include identifying students' current learning progress, determining their learning objectives, and guiding them toward achieving them. The participants in this process are the teacher, the learner, and peers. The five key strategies of formative assessment with one big idea (William, 2011):

- 1) Clarifying, sharing, and understanding learning intentions and criteria for success.
- 2) Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning.
- 3) Providing feedback that moves learning forward.
- 4) Activating learners as instructional resources for one another.

5) Activating learners as the owners of their own learning.

The central concept is that learning evidence is utilized to adjust instruction to accommodate students' needs better. In other words, teaching is adapted to align with learners' requirements. However, it is worth considering why the assessment should occupy such a central position in teaching.

**Table 2. 2 The Strategies of Formative Assessment**

	<b>Where the learner is going</b>	<b>Where the learner is right now</b>	<b>How to get there</b>
<b>Teacher</b>	Clarifying and sharing learning intentions and criteria for success.	Engineering practical classroom discussions, activities, and tasks that elicit evidence of learning.	Providing feedback that moves learning forward.
<b>Peer</b>	Understanding and sharing learning intentions and criteria for success.	Activating learners as instructional resources for one another	

Adopted from Leahy, Lyon, Thompson, & William (2005)

According to Brookhart (2015), formative assessment involves strategies such as the following:

- 1) Sharing learning targets and criteria for success with students.
- 2) Feedback that feeds forward from teachers, peers, or other sources.
- 3) Students' self-assessment and goal setting.
- 4) Using strategic questions and engaging students in asking effective questions.

#### **4. Tool for Assessment**

Douglas (2000) defines evaluation tools in his book "Assessing Languages for Specific Purposes" as instruments to test a person's language ability in specific contexts and purposes. These evaluation techniques determine the language skills needed to achieve specific goals like work, school, or socialization. Assessment tools play an important role

by providing dynamic and diverse ways to evaluate and engage students. In the learning process, tools are used to communicate knowledge and engage students in the assessment and evaluation process (Sugihartini, et al. 2022). A wide range of online platforms, including interactive quizzes, exams, and assignments, use multimedia components such as photos, videos, and audio to assess student learning. The functions of tools in learning are complex, including written tests, oral exams, projects, presentations, portfolios, and digital evaluations (Wiliam, 2011). Evaluation tools play an important role in learning by providing diverse and dynamic methods of assessing students' abilities and increasing their involvement in the assessment process. Assessment tools in English language learning employ various methods and technologies to evaluate and improve language proficiency among learners. These tools can be categorized into several types, each serving a specific purpose in an educational context.

**a. Types for Assessment Tool**

**1) Digital assessments**

According to Susyla & Jaya (2023), Digital assessments leverage technological capabilities to evaluate language competencies through diverse formats, encompassing online quizzes, interactive tasks, and virtual speaking assessments. These assessments provide immediate feedback, enabling students to identify their strengths and weaknesses swiftly. This approach is congruent with contemporary communication practices and offers a more dynamic evaluation of language competencies than traditional methods.

**2) Self-assessments**

Self-assessment is defined as a formative assessment strategy that enables learners to reflect on their own language abilities. It assists both teachers and students in tracking progress, identifying areas requiring improvement, and fostering a sense of ownership over learning. Research indicates that self-assessment can significantly



enhance English language skills in online learning environments by motivating learners to engage more deeply with the material (Helmi, 2024)

### 3) Standardised Tests

Standardized assessments, such as the TOEFL or IELTS, are instruments designed to evaluate the proficiency of individuals in a range of language skills, including listening, reading, writing, and speaking. These tests provide a reliable benchmark for comparing learners' abilities against established standards and are frequently utilized as a criterion for academic admissions (Helmi, 2024).

### 4) Classroom-Based Assessment

Classroom-based assessments employ various formats, including multiple-choice questions, short answer questions, essays, and oral presentations. These formats allow teachers to assess students' knowledge and skills in real-time, providing targeted feedback for improvement (Helmi, 2024).

### 5) Portfolio Assessment

Portfolio assessment is a method of collecting a range of student work over time to assess progress and proficiency in language use. Portfolios can showcase a learner's development and mastery of language skills through various projects and assignments. (Helmi, 2024).

## B. Previous Studies

Based on the sources related to this study, several previous types of research are relevant to this present research topic. Those researches are:

The first is a journal by Meliana et al. (2023), entitled “*Students’ Perception on Doing Formative Assessment in Quizizz for Learning English Grammar*”. This study examines how students perceive the use of Quizizz as a tool for formative assessment in learning English grammar. The research indicates a generally positive view of Quizizz among students. It identifies five key student perception themes, including motivation and understanding. The

study involved five eleventh-grade students and utilized observations, interviews, and documentation for data collection. The research findings indicated that the five participants had a highly positive perception of using Quizizz as a formative assessment tool for learning English grammar. There is a similarity between the previous research and this study, as both focus on students' perceptions. However, the previous research has some differences. The difference lies in the focus of this research, which examines students' perceptions of using formative assessments in Quizizz for learning English grammar. In contrast, the present research focused on students' perceptions of the Quizizz application as a tool for overall English learning formative assessment rather than just Grammar.

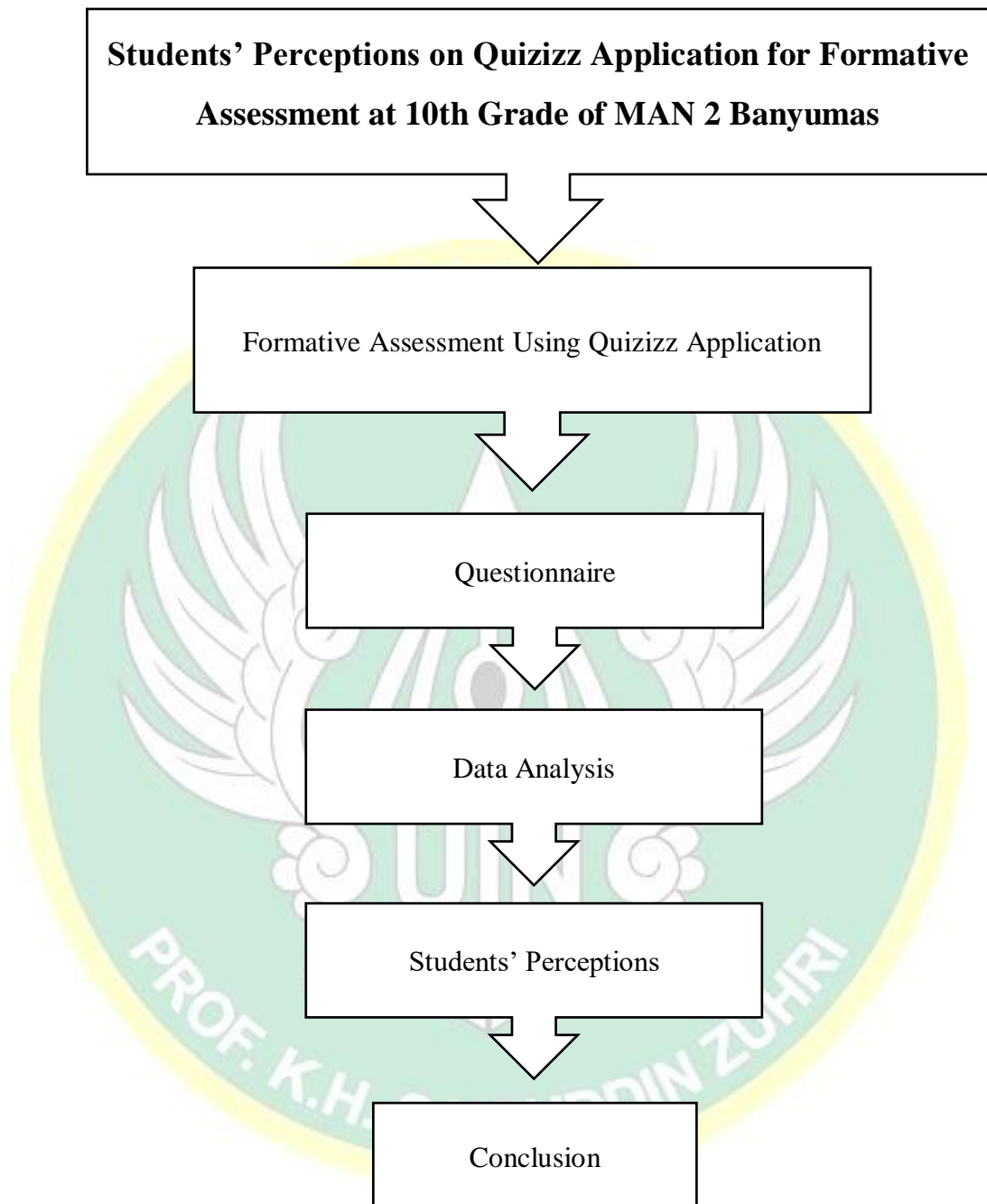
The second is a journal by Bindiya & Fediyanto (2023), entitled "*EFL Students' Perceptions Towards Quizizz Usage in English Subject Formative Assessment*". This study uses a qualitative descriptive research method. This research focuses on how EFL students perceive Quizizz as a tool for formative assessment in English subjects. The SMK Sumber Ilmu Tulangan study found positive feedback and concerns like question type limitations and technical issues. In conclusion, while Quizizz is viewed positively for its benefits in learning assessments, students highlighted various challenges that must be addressed for optimal usage. The difference is that this research used the theory of the UTAUT, or Unified Theory of Acceptance and Use of Technology, developed by Venkatesh et al. (2003). Only four components significantly influence user acceptability and usage behavior: Performance expectancy, effort expectancy, social influence, and facilitating conditions are the four constructs. UTAUT was used as the foundation for developing the interview questions.

The third is a journal by Hoang (2024), entitled "*English Foreign Language Engagement in Gamified Formative Assessment: A Perception Study on Quizizz*". This previous research discussed the perception of Quizizz for formative assessment, which is similar to this present research. However, the main difference in this study is its focus on exploring Vietnamese university

students' perceptions of the impacts of gamified formative tests on Quizizz, using the tripartite framework of affective, behavioral, and cognitive engagement. In contrast, in this present research, the use of Quizizz for formative assessment in the classroom for senior high school, so the perception regarding Quizizz may be different. The sample in the previous study consisted of 54 English-major students enrolled in a course on test design for young language learners. Based on data obtained from questionnaires and semi-structured interviews, the current study found that students demonstrated a high level of positive affective engagement in Quizizz-based formative assessments.

The fourth is a journal by Heriyawati & Elfiyanto (2023), entitled "*Quizizz Paper Mode Is New: Students' Perception of Using E-Tool of Language Assessment in EFL Class*". This study focused on students' perception of using Quizizz Paper Mode as a tool for language assessment in EFL classes. This study aimed to unveil students' unique insights and experiences regarding Quizizz Paper Mode as a tool for language assessment. This study employed a qualitative approach through descriptive analysis. Focuses on seventh-grade students' perceptions of Quizizz Paper Mode as a language assessment tool at Islamic Junior High School in Malang, East Java. The difference is that in this research, Quizizz Paper Mode refers to a hybrid assessment tool that combines traditional paper-based quizzes with digital technology. It allows students to answer quiz questions on printed paper while teachers use the Quizizz app to scan responses and provide immediate feedback. This mode aims to enhance student engagement, motivation, and reading comprehension in language assessments, particularly in EFL (English as a Foreign Language) contexts.

### C. Conceptual Framework



Firstly, this research focuses on understanding how students perceive the use of the Quizizz application as a tool in the formative assessment process. Secondly, Formative assessments are conducted using the Quizizz application to support the teaching and learning process and continuously measure students' understanding. Thirdly, the primary data of this research is collected



through a questionnaire containing questions related to student's experiences and perceptions of using this application. Fourthly, the collected data is analyzed to gather comprehensive information about students' views, including the strengths and weaknesses of the application in formative assessment. Fifthly, from the analysis, an overview of students' perceptions is obtained regarding the effectiveness of the Quizizz application in supporting formative assessments, focusing on ease of use, benefits, and its impact on learning. Sixth, conclusions are drawn based on the data and analysis to answer the research questions and provide recommendations for using the Quizizz application in formative assessments.



### **CHAPTER III**

### **METHODOLOGY**

The procedure for responding to the research question is described in this chapter. It includes research design, research site and participant, population and sample, data collection technique, and data analysis technique.

#### **A. Research Design**

In this chapter, the researcher focused on students' perception on Quizizz application for formative assessment. In this study, the researcher adopted a methodology. This methodology includes strategies for collecting and analyzing data to answer research questions. This type of research is quantitative research that focuses on a quantitative descriptive approach. The researcher used quantitative descriptive research to achieve the research purpose, which was conducted for the tenth grade of MAN 2 Banyumas. The researcher used a quantitative descriptive approach to analyze students' perceptions of the Quizizz application for formative assessment. According to Sugiyono (2016), quantitative descriptive research analyzes data by presenting the collected information as it is, without aiming to draw conclusions that apply to the broader population or are subject to generalization. Sulistiyawati & Trinuryono (2022) explain that quantitative descriptive research utilizes numerical data to describe, analyze, and explain phenomena without attempting to test a hypothesis. The descriptive research in this study aims to provide results and information. It helps researchers understand the context more deeply and describe the various points of view about the students' perception of the Quizizz assessment for formative assessment.

#### **B. Research Site and Participants**

This research was conducted at MAN 2 Banyumas in the first semester of 2024/2025. MAN 2 Banyumas is located at Jl. Jend.Sudirman Jl. Sokayasa No.791, Sokayasa, Purwokerto Wetan, Kec. Purwokerto Tim., Kabupaten Banyumas, Jawa Tengah 53147. This study was conducted during the even semester of the 2025–2026 academic year, specifically from February 7 to

February 12, 2025. The data participants are the 10th-grade students of MAN 2 Banyumas who have already used the Quizizz application for formative assessment. The reason for choosing this school is because the teachers have been using the Quizizz application for formative assessments since 2020, during the Covid 19 pandemic, and continue to use it until now. In addition to formative assessments, the application is frequently used for remedial activities. However, students' scores show varying results, with some achieving satisfactory scores while others receive less optimal results. This situation caught my attention, as I am interested in exploring how using Quizizz impacts students' learning outcomes.

### C. Population and Sample

#### 1. Population

According to Pandey & Pandey (2015), population refers to the total collection of observations that will serve as the foundation for a sample. Population also refers to the characteristics of a given group. The population of this research was the tenth-grade students at MAN 2 Banyumas 2024/2025. The total number of participants is 370 students. They consisted of tenth classes.

**Table 3. 1 Population of the Research**

<b>Name of the Class</b>	<b>Students</b>
X AKADEMIK 1	37
X AKADEMIK 2	38
X AKADEMIK 3	34
X VOKASI 1	35
X VOKASI 2	36
X VOKASI 3	39
X VOKASI 4	39
X VOKASI 5	37
X SAINS	38
X RISET	37
<b>Total</b>	<b>370</b>

## 2. Sample

According to Pandey & Pandey (2015), a sample is a small portion of a population chosen for observation and analysis. It is a collection of a subset of the population's objects or individuals explicitly chosen to represent the population. Then, sampling is the process of selecting a set number of subjects from a defined population to serve as representatives of that population. There were many sampling techniques, but this research used total sampling. As Danuri & Maisaroh (2019) explain, total sampling, also called exhausted sampling, is a technique to determine a sample when all the population members are used as samples. So, the sample used in this research was all the population's members

### **D. Data Collection Techniques**

Data collection aims to identify relevant information that addresses the research questions (Creswell, 2018). In collecting the data, the researcher gave a questionnaire, and students were asked to fill out the questionnaire. This questionnaire aimed to obtain information about the students' perception of the Quizizz application for formative assessment in the 10th grade of MAN 2 Banyumas. The researcher looked at the process of students filling out the questionnaire to ensure they filled it out and to help them understand it. Finally, the questionnaire was checked to see whether all items were answered entirely. All gathered data were evaluated and analyzed for research. The instrument in this study is a questionnaire.

#### 1. Questionnaire

The researcher used a questionnaire adopted from Sugiyono (2016), who stated that a questionnaire is a data collection technique that gives respondents a set of questions or written statements to answer. Besides that, questionnaires are an efficient and effective technique to collect the data because it is real from the respondents. According to Creswell (2018), A questionnaire is a data collection instrument used in survey research, where participants complete and submit their responses to the researcher. It consists of structured questions that require participants to select



answers and provide basic personal or demographic information. Suharsimi (2006) said there are two kinds of questionnaires based on the way of answering: an open and a closed questionnaire. An open questionnaire allows the respondents to answer the questions using their own words, but a closed questionnaire provides the answer; thus, the respondent needs to choose one of the available options. However, the researcher has used a closed questionnaire to answer the respondents in this research.

Additionally, before being distributed, this research has used expert validation. Expert validation assesses the quality, accuracy, or relevance of a project, research, or product by consulting individuals with specialized knowledge or expertise in the relevant field (Andresta, 2022). To validate the questionnaire, the researcher consulted a supervisor to evaluate its clarity, conciseness, and comprehensibility. The supervisor provided a score and feedback on whether all respondents quickly understood the statements in the questionnaire. The questionnaire has been validated by experts Mrs. Khairunnisa Dwinalida, M.Pd. In the questionnaires, there were six indicators of adapted the questions. The first indicator is Quizizz, an engaging tool that makes them more motivated; the second indicator is honesty and fairness in Quizizz; the third is Quizizz in understanding material; the fourth is teachers' creativity using Quizizz; the fifth is Quizizz question types; and the sixth is Quizizz live modes and online reports. Finally, the indicators used in the questionnaire are as follows:

**Tabel 3. 2 Indicators of Adapted the Questionnaire**

<b>Indicators</b>	<b>Adapted</b>	<b>Questions</b>
Students' perception of Quizizz as an engaging tool that makes them more motivated.	Basuki & Hidayati (2019)	1,2,3,4,5,6,7
Students' perception of honesty and fairness in Quizizz.	Akhtar et al., (2019)	8,9,10,11
Students' perception Quizizz in understanding material.	Rahayu & Purnawarman	12,13,14,15,16

	(2019)	
Students' perception of teachers' creativity using Quizizz.	Mukhtar et al., (2019)	17,18,19,20
Students' perception of Quizizz question types.	Chen (2022)	21,22,23,24,25,26
Students' perception of Quizizz live modes and online reports	Chen (2022),	27,28,29,30

Several questionnaires were adapted from previous studies that utilized the same indicators or aspects. However, modifications were made to align with this research's specific needs and objectives. The final questionnaire consisted of thirty questions designed to examine students' perceptions of the Quizizz application for formative assessment. The questionnaire has been sent offline. To facilitate participants in completing the questionnaire, it was distributed in paper format and translated into Indonesian to minimize potential misunderstandings. The researcher will distribute the questionnaire to the students in the classes.

**Table 3. 3 Adopted the Questionnaire**

Indicators	Adopted	Questions
Students' perception of Quizizz as an engaging tool that makes them more motivated.	Wulandari (2021)	7
Students' perception of honesty and fairness in Quizizz.	Wulandari (2021)	8
Students' perception Quizizz in understanding material.	Utami, E. D., Rizal, S., & Martina, F. (2022)	12
Students' perception of teachers' creativity using Quizizz.	Utami, E. D., Rizal, S., & Martina, F. (2022)	18
	Andresta (2022)	20
Students' perception of Quizizz question types.	Utami, E. D., Rizal, S., & Martina, F. (2022)	23 & 24
	Andresta (2022)	25
Students' perception of Quizizz	Wulandari (2021)	27

live modes and online reports		
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The questionnaire in this instrument used the Likert Scale. Sugiyono (2016) claimed that The Likert Scale is used to measure individuals' or groups' attitudes, opinions, and perceptions regarding social phenomena. The Likert Scale is used to score students' perceptions. Students' perceptions can be positive if most answers strongly agree, and perceptions can be negative if most answers strongly disagree with choices. The researcher used the Likert Scale, requiring the students' perception in the form of four statements: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The researcher follows the procedures for analyzing data from the Likert Scale before describing the form. First, the researcher scored each item on the scale: 4 Points (SA), 3 Points (A), 2 Points (D), and 1 Point (SD).

**Table 3. 4 Measuring using Likert-Scale**

Statement	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Adopted source: (Sugiyono, 2016)

### **E. Data Analysis**

This research has used descriptive statistics as a data analysis technique. Descriptive statistics analyze data by presenting and summarizing the collected information without drawing generalizable conclusions (Creswell, 2018). According to Sugiyono (2016), In descriptive statistics, data can be presented using tables, graphs, pie charts, and pictograms. Additionally, data analysis includes measures of central tendency (mode, median, and mean), deciles and percentiles calculations, data distribution assessment through mean and standard deviation, and percentage calculations. To analyze the collected questionnaire data, the researcher converts the responses into percentages using a predefined percentage formula, according to Sugiyono (2016):

$$P = \frac{f}{n} \times 100\%$$

Description:

P: Percentage

*f*: Frequency of answer score

*n*: Number of respondents

After data collection, the data was analyzed using descriptive statistical analysis with Microsoft Office Excel. The researchers then utilized Microsoft Excel to identify the questionnaire's very good and poor scores. More specifically, to obtain the category, the total score was calculated from each student, the mean was analyzed, and the students were categorized according to the mean. Finally, the researcher described the data in descriptive analysis. The data were also presented in a table and pie chart. The percentage results of a questionnaire about students' perceptions were found.

Based on this percentage, the data was categorized into several classifications (Mulyatiningsih, 2015):

**Table 3. 5 Data Classification**

<b>Score Range (from interval scale)</b>	<b>Category (converted to ordinal)</b>	<b>Description</b>
>80%	A = Very good	Perception is very clear and accurate.
66-80%	B = Good	Perception is generally accurate, although minor errors or limitations in understanding may occur
56-65%	C = Fair	Perception is adequate, but inconsistencies in understanding may arise due to limitations in thought patterns.
<56%	D = Poor	Perception is unclear or inaccurate, leading to frequent errors in understanding information.

Adopted source: (Mulyatiningsih, 2015)



## CHAPTER IV

### FINDINGS AND DISCUSSION

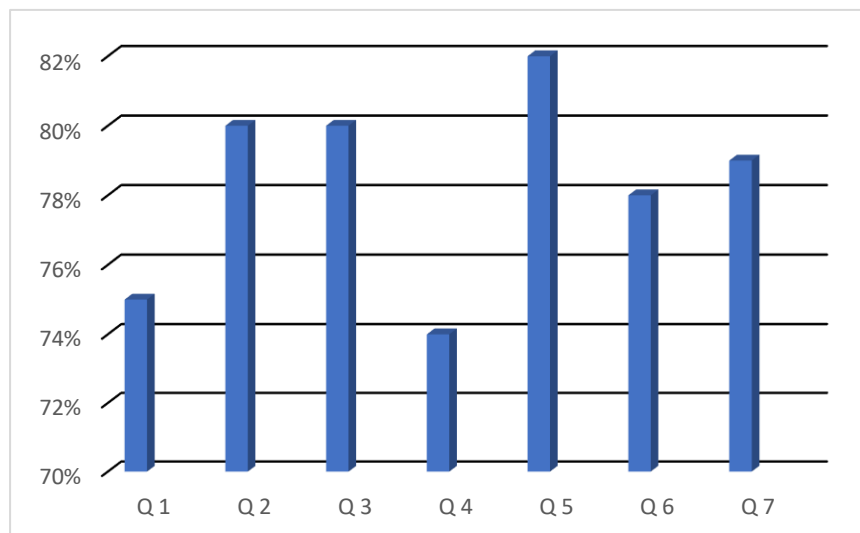
This chapter presents and discusses the research findings. Since this study employs a quantitative descriptive method, the findings are presented based on data collected and analyzed using Microsoft Office Excel. The results provide answers to the research question, which was about the students' perception on Quizizz application for formative assessment at 10th grade of MAN 2 Banyumas

#### A. Findings

The findings of this research were presented based on each indicator used in the questionnaire, as follows:

##### 1. Students' Perception of Quizizz as an Engaging Tool that Makes Them More Motivated

Based on the results of the percentage contained in the computation outcomes (the table can be seen in Appendix 3), then if presented in a diagram, it will be like the diagram below:



*Diagram 4. 1 Column chart of students' perception of Quizizz as an engaging tool that makes them more motivated*

From diagram 4.1, it can be seen that Q 1 is Quizizz, which helps me stay motivated to learn English, which reached 75%. Q 2 is that using Quizizz in class makes learning English more enjoyable, which reached 80%. Q 3 is seeing real-time scores on Quizizz, which motivates me to focus on my

performance rather than relying on others, which reached 80%. Q 4 is Quizizz, which increases my confidence in learning English, reaching 74%. Q 5 is Quizizz's interactive quiz games that make learning more enjoyable, which reached 82%. Q 6 is Quizizz, which has an attractive display that reached 78%. Q 7 is Combining quizzes, polls, and slides on Quizizz enhances my learning experience, which reached 79%. From diagram 4.1, the average is 78%, which is categorized in Table 3.5 as a good category. It can be concluded that students' agree with Quizizz as an engaging tool makes them more motivated.

## 2. Students' Perception of Honesty and Fairness in Quizizz

Based on the results of the percentage contained in the computation outcomes (the table can be seen in Appendix 3), then if presented in a diagram, it will be like the diagram below:

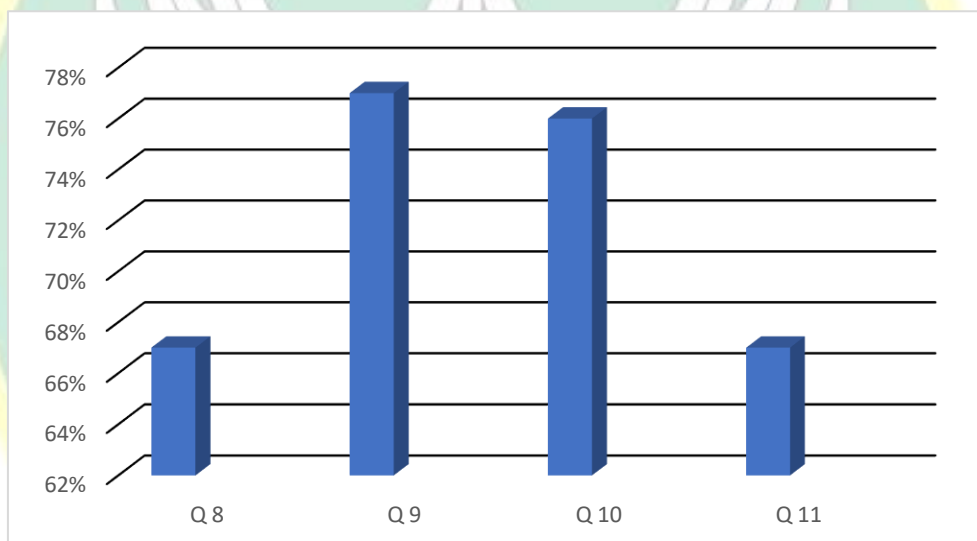


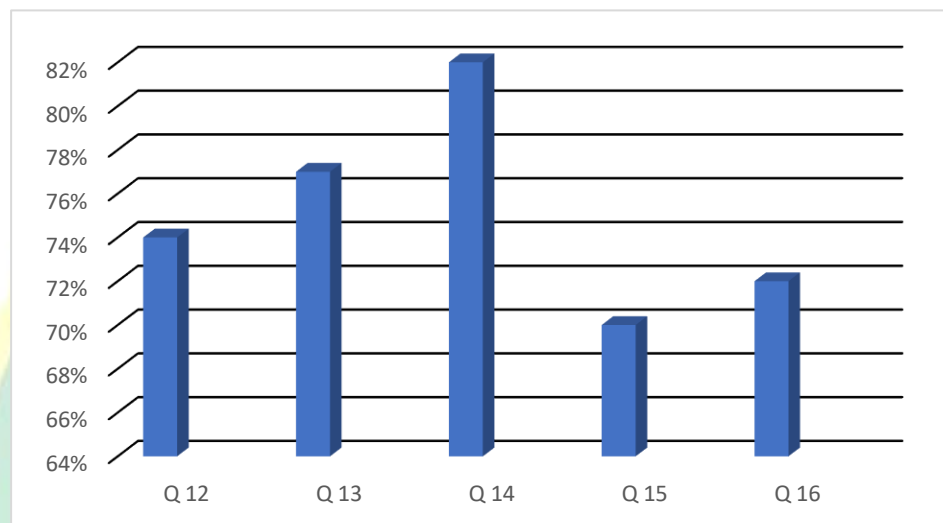
Diagram 4. 2 Column chart of students' perception of honesty and fairness in Quizizz

From diagram 4.2, it can be seen that Q 8 is a Quizizz application, which means I can't cheat during the test, which reached 67%. Q 9 is Quizizz, which makes me feel confident that my performance is evaluated fairly, which reached 77%. Q 10 is Quizizz, which makes me more honest in answering questions, which reached 76%. Q 11 is that the Quizizz application can reduce cheating in class, which reached 67%. From diagram 4.2, the average is 72%, which is categorized in Table 3.5 as a good category. It can be concluded that students' agree with honesty and fairness in Quizizz is crucial for a learning

experience.

### 3. Students' Perception of Quizizz in Understanding English Material

Based on the results of the percentage contained in the computation outcomes (the table can be seen in Appendix 3), then if presented in a diagram, it will be like the diagram below:

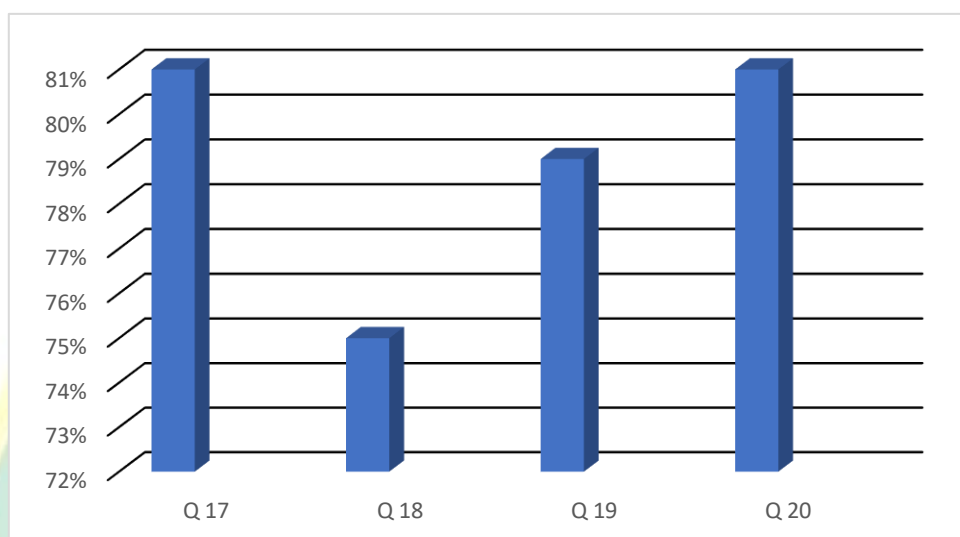


*Diagram 4. 3 Column chart of students' perception of Quizizz in understanding English material*

From diagram 4.3, it can be seen that Q 12 is a Quizizz that helps me understand English material better, which reached 74%. Q 13 I feel that using the Quizizz application can improve my critical thinking skills, which reached 77%. Q 14 is knowing the correct answers immediately after the quiz, which helps me retain the material, which reached 82%. Q 15 is Quizizz, which makes it easier for me to study English topics that I find difficult, which reached 70%. Q 16 is that doing assessments in the Quizizz application can improve my speed-reading skills in English class, which reached 72%. From diagram 4.3, the average is 75%, which is categorized in Table 3.5 as a good category. It can be concluded that students' agree with Quizizz is a helpful tool for understanding English material.

#### 4. Students' Perception of Teachers' Creativity Using Quizizz

Based on the results of the percentage contained in the computation outcomes (the table can be seen in Appendix 3), then if presented in a diagram, it will be like the diagram below:



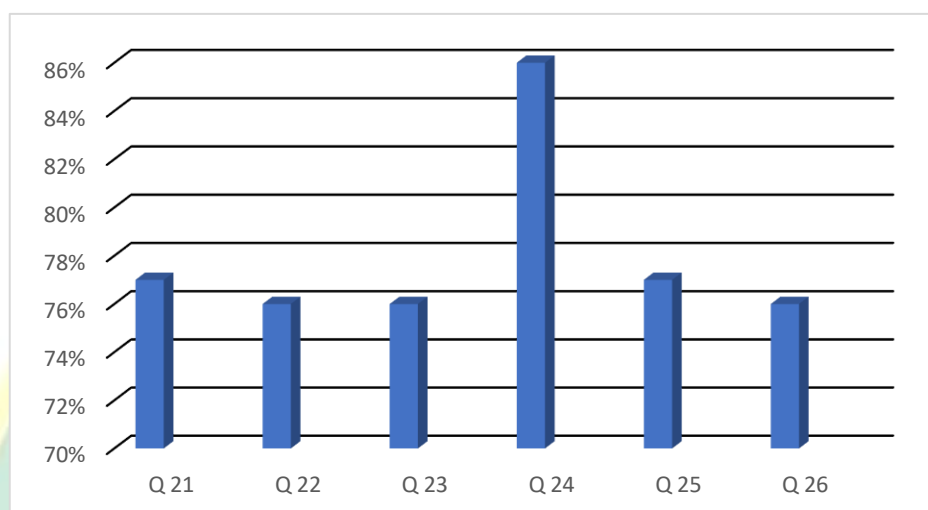
*Diagram 4. 4 Column chart of students' perception of teachers' creativity using Quizizz*

From diagram 4.2, it can be seen that Q 17 is the quizzes designed by my teacher on Quizizz that are engaging and helpful for learning, which reached 81%. Q 18 is the background sound on Quizizz, which makes the atmosphere more lively and enjoyable while I work on questions, which reached 75%. Q 19 is the images included in the quizzes helped me better understand the questions or topics, which reached 79%. Q 20 is I am more interested when the teacher conducts an English assessment using the Quizizz application rather than using questions written on paper, which reached 81%. From diagram 4.4, the average is 79%, which is categorized in Table 3.5 as a good category. It can be concluded that students agree with teachers' creativity in using the Quizizz application as a key factor in making lessons more engaging, interactive, and enjoyable, helping them stay motivated and better understand the material.



## 5. Students' Perception of Quizizz Question types

Based on the results of the percentage contained in the computation outcomes (the table can be seen in Appendix 3), then if presented in a diagram, it will be like the diagram below:



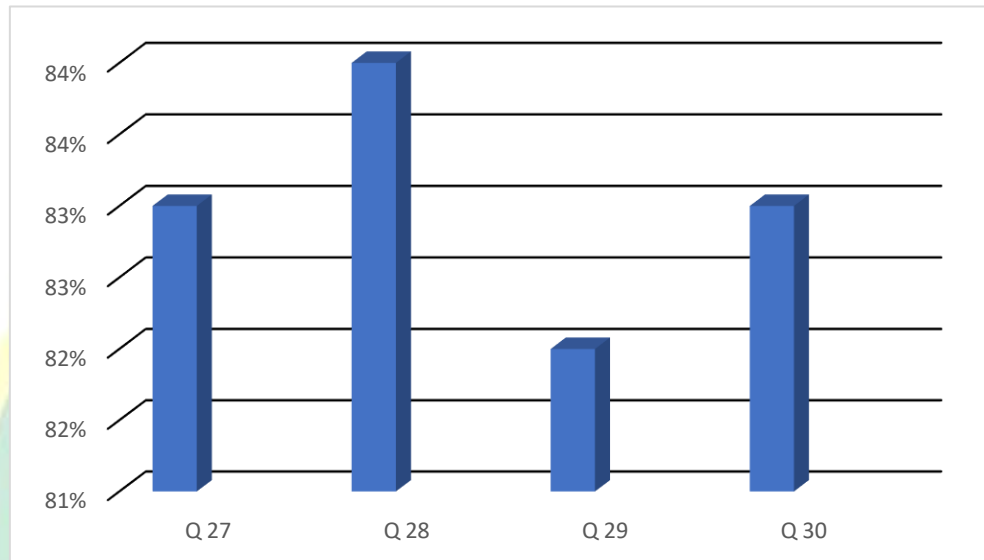
*Diagram 4. 5 Column chart of students' perception of Quizizz question types*

From diagram 4.2, it can be seen that Q 21 is the variety of activities on Quizizz that makes learning more interactive, which reached 77%. Q 22 is a multiple-choice question on Quizizz, which helped me understand the material better, which reached 76%. Q 23 is studying in English class using the Quizizz application, which motivates me to think quickly and stay focused because of the displayed time limit feature, which reached 76%. Q 24 is the Quizizz feature that displays correct and incorrect answers on multiple-choice questions. It helped me learn from my mistakes and improve my understanding of the next question, which reached 86%. Q 25 is in the process of working on questions; the Quizizz application has easy instructions to understand, which reached 77%. Q 26 is the form of writing on the Quizizz application that is neatly displayed so that I can understand it well, which reached 76%. From diagram 4.5, the average is 78%, which is categorized in Table 3.5 as a good category. It can be concluded that students agree that the variety of question types offered by Quizizz increases students' engagement and motivation, helps them stay interested, and improves material

comprehension.

## 6. Students' Perception of Quizizz Live Modes and Online Reports

Based on the results of the percentage contained in the computation outcomes (the table can be seen in Appendix 3), then if presented in a diagram, it will be like the diagram below:



*Diagram 4. 6 Column chart of students' perception of Quizizz live modes and online reports*

From diagram 4.2, it can be seen that Q 27 is the reward system on Quizizz, which makes me more enthusiastic, which reached 83%. Q 28 is I feel encouraged to be number one on the leaderboard, which reached 84%. Q 29 is knowing my rank for each question, helped me understand my performance, which reached 82%. Q 30 is Viewing my friends' progress on Quizizz, which makes me perform better, which reached 83%. From diagram 4.6, the average is 83%, which is categorized in Table 3.5 as a good category. It can be concluded that students agree that the Quizizz live modes and online reports are valuable features that enhance engagement during quizzes and provide instant feedback to track their progress effectively.

## **B. Discussion**

This study aims to determine the students' perception of the Quizizz Application for formative assessment in 10th grade of MAN 2 Banyumas, using a questionnaire instrument that has been distributed to 370 respondents, and there are six indicators used to gain information about it. Based on the data analysis, it was found that using the Quizizz application for formative assessment in the 10th grade of MAN 2 Banyumas positively responded to the students. Previously, the findings were presented and further discussed in this section as follows:

### **1. Students' Perception of Quizizz as an Engaging Tool that Makes Them More Motivate**

Based on the table of computation outcomes in Appendix 3, the average percentage of students' perception of Quizizz as an engaging tool that makes them more motivated in the good category, with the questionnaire using seven questions. This means students agree with the statements. This is reinforced by a statement from Basuki & Hidayati (2019), who stated that quizzes help students to be in contact with the material or subject learning and encourage students' confidence to learn and take the quiz to evaluate their ability. Quizizz also motivated competition in the classroom because everyone wants their name to be at the top of the leaderboard. The interactive and gamified features of Quizizz, such as leaderboards, instant feedback, and time limits, create a dynamic learning environment that keeps students actively involved. These elements encourage a sense of competition and excitement, which can lead to increased motivation and help students retain material. As noted by Dewi et al., (2022), Quizizz was selected as a learning medium due to its interactive and engaging features, which include presentation slides, polls, and interactive quiz games that enhance the learning experience.

These results are supported by previous research from Bindiya & Fediyanto (2023); which states that Quizizz is an online assessment tool that provides a user-friendly and engaging experience, enabling flexible and convenient student evaluations regardless of time and location. Additionally, in the book Classroom Engagement Games (2024), Quizizz as a gamified

approach, such as review quizzes with a game show twist, captures students' attention and makes revising content lively and engaging. By transforming mundane revision into dynamic competitions, educators can foster an environment where students are excited about participating and motivated to excel. Overall, the positive perception is that students perceive Quizizz as an engaging tool that enhances their motivation by making learning more interactive and enjoyable.

## **2. Students' Perception of Honesty and Fairness in Quizizz**

Based on the table of computation outcomes in Appendix 3, the average percentage of students' perception of honesty and fairness in Quizizz in the good category, with the questionnaire using four questions. This means students agree with the statements. This is reinforced by a statement from Akhtar et al. (2019), that Quizizz shows real scores and ranks each student based on their performance in answering the question. The platform's features, such as randomized question orders, time limits, and anti-cheating measures, help create a level playing field for all participants. Tiong & Lee (2021) emphasized that time limits and randomized questions in digital assessments help maintain fairness by preventing students from sharing the answers.

These results are supported by previous research from Meliana et al. (2023); Quizizz randomly assigns questions to each student, reducing the likelihood of cheating and collaboration among classmates by ensuring each student receives a different set of questions. Additionally, in the book, Lidice & Ece (2023) stated that questions are given randomly by Quizizz, and the design of assessments plays a critical role in promoting honesty, as clear guidelines and fair competition motivate students to perform their best without resorting to cheating. Overall, students perceived honesty and fairness in Quizizz as crucial for a positive learning experience. Then, honesty and fairness in Quizizz play a key role in enhancing their engagement, motivation, and academic integrity, making it a valuable tool for modern education.



### **3. Students' Perception of Quizizz in Understanding English Material**

Based on the table of computation outcomes in Appendix 3, the average percentage of students' perception of honesty and fairness in Quizizz in the good category, with the questionnaire using five questions. This means students agree with the statements. This is reinforced by a statement from Rahayu & Purnawarman (2019), who stated that quizzes allow students to review the quiz questions after they have answered all the questions, so students will quickly know the correct answer and the explanation of the material. The interactive and game-based features of Quizizz, such as engaging quizzes and instant feedback, enhance students' engagement and motivation. According to Sitompul et al. (2023), using Quizizz as a learning medium in higher education actively increases student engagement and improves their independence and self-regulation in the learning process.

These results are supported by previous research from Hoang (2024), who stated that Quizizz is flexible in terms of whether students can reattempt the question with the additional features of redemption questions after their first failed attempts so that they can review the lessons better and improve performance. Additionally, in the book *Classroom Engagement Games* (2024), knowing instantly whether an answer is correct or incorrect helps students identify areas where they need improvement and reinforces correct information. Moreover, Quizizz helps students better understand the material being taught. Through practice questions presented in interactive quiz formats, students can identify areas that need improvement and deepen their comprehension of the subject matter. Overall, students perceive Quizizz as a helpful tool for understanding English material, as its interactive quizzes make learning more engaging and reinforce their comprehension through immediate feedback.

### **4. Students' Perception of Teachers' Creativity Using Quizizz**

Based on the table of computation outcomes in Appendix 3, the average percentage of students' perception of teachers' creativity using Quizizz in the good category, with the questionnaire using four questions. This means

students agree with the statements. This is reinforced by a statement from Mukhtar et al. (2019) that Quizizz allows teachers to create their own quizzes to use in the teaching and learning process. It means that the teacher could design Quizizz, so the teacher can show their creativity and then apply the quiz as an assessment to know students' ability after learning, so the application not only gives advantages for students but also for teachers. According to Sitompul et al. (2023), a teacher's ability to integrate technology creatively can improve students' critical thinking skills and encourage active participation.

These results are supported by previous research from Hoang (2024); while the teachers using Quizizz the learners extra fun as they engage in gamified learning and assessment activities, classroom teachers can collect evidence about their learners' performance and keep track of their progress with the aid of technological features inherent in gamification platforms for easy storage and convenient retrieval of data. Additionally, in the book by Mulyadi et al. (2019), the effectiveness of using Quizizz largely depends on teachers' creativity in designing interactive and engaging questions. This shows that teachers' innovative use of Quizizz features can create a more enjoyable learning experience for students. Overall, students positively perceive teachers' creativity in using the Quizizz application as a key factor in making lessons more engaging, interactive, and enjoyable, helping them stay motivated and better understand the material.

### **5. Students' Perception of Quizizz Question types**

Based on the table of computation outcomes in Appendix 3, the average percentage of students' perception of Quizizz question types in the good category, with the questionnaire using six questions. This means students agree with the statements. This is reinforced by a statement from Zuhriyah & Pratolo (2020) the development of this digital supplement utilizes the Quizizz application, which is user-friendly and equipped with various features that enhance its effectiveness as a learning medium. These features include multiple-choice questions, fill-in-the-blank exercises, and true/false

assessments. The flexibility in selecting question types allows educators to tailor the material according to students' needs and levels of understanding, creating a more effective and enjoyable learning experience. According to Amalia, D. F (2020), using diverse question types in Quizizz helps students stay focused and improves their concentration during tests.

These results are supported by previous research from Heriyawati & Elfiyanto (2023), during the teaching-learning process, where teachers displayed a few questions. Once the pupils have rotated the code to show their solution, the teacher will scan it using the Quizizz app on a smartphone. As a result, they can actively respond to the presented. You can ask students questions and instantly view their responses and scores. Additionally, in the book, Chen (2022) stated that the Quizizz activities are designed to make learning more interactive and varied. Overall, students perceived that the variety of question types offered by Quizizz increases students' engagement and motivation, helps them stay interested, and improves material comprehension.

#### **6. Students' Perception of Quizizz Live Modes and Online Reports**

Based on the table of computation outcomes in Appendix 3, the average percentage of students' perception of Quizizz live modes and online reports in the very good category, with the questionnaire using six questions. This means students strongly agree with the statements. This is reinforced by a statement from Dewi et al. (2022) stating that Students can monitor their own progress as well as their peers' performance through an interactive leaderboard. The media presentation remains engaging, as the ranking system displays students' positions for each question, enhancing motivation and participation. According to Sitompul et al. (2023), live mode features in Quizizz allow students to participate in real-time and view their rankings on the leaderboard, encouraging healthy competition and active participation.

These results are supported by previous research from Meliana et al. (2023); the online reports feature provided by Quizizz makes it easier for educators to monitor and analyze students' performance. Each quiz session

automatically generates detailed reports that offer insights into students' quiz results, helping teachers identify areas for improvement. Additionally, in the book *Classroom Engagement Games* (2024), Quizizz as a digital platform often included features like leaderboards that can inspire students to perform better, while earning badges for achievements can give them a sense of accomplishment. This means that students perceived Quizizz live modes and online reports as valuable features that enhance engagement during quizzes and provide instant feedback to track their progress effectively.





## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the findings of the research that has been discussed, it can be concluded that students respond positively to the Quizizz application. Students of MAN 2 Banyumas most liked the Quizizz application for formative assessment. Students show high enthusiasm and engagement as a medium for formative assessment. Then, students perceive Quizizz as an engaging tool that enhances their motivation by making learning more interactive and enjoyable. Students perceived honesty and fairness in Quizizz as crucial for a positive learning experience. Students perceive Quizizz as a helpful tool for understanding English material, as its interactive quizzes make learning more engaging and reinforce their comprehension through immediate feedback. Students perceive teachers' creativity in using the Quizizz application as a key factor in making lessons more engaging, interactive, and enjoyable, helping them stay motivated and better understand the material. Students perceive that the variety of question types offered by Quizizz increases their engagement and motivation, helps them stay interested, and improves material comprehension. Students perceived Quizizz live modes and online reports as valuable features that enhance engagement during quizzes and provide instant feedback to track their progress effectively. So, it can be concluded that students' perception of the Quizizz application for formative assessment at 10th grade in MAN 2 Banyumas is good classification, which means Perception is generally accurate, although minor errors or limitations in understanding may occur.

#### **B. Limitations of Study**

This study has several limitations that need to be considered. First, the research focuses only on students' perceptions of 10th-grade students at MAN 2 Banyumas. It has not examined how teachers' perceptions, which limits the applicability of the findings to other grade levels or schools. Students' perceptions may vary depending on their academic level, experience with Quizizz, and learning preferences. Additionally, the study uses self-reported data from questionnaires, which may be influenced by bias, as students might provide answers they consider socially acceptable rather than their accurate opinions. This could affect the accuracy of the

results. Second, the study examines students' perceptions without measuring their learning outcomes when using Quizizz for formative assessments. Perceptions alone may not fully reflect the application's effectiveness in improving learning. External factors such as internet access, device availability, and students' digital skills may also influence their experiences with Quizizz. Since the study was conducted within a limited timeframe, it may not capture long-term student attitude changes. Future studies could address these limitations by involving different grade levels, measuring academic performance, and exploring the long-term effects of using Quizizz.

### **C. Suggestions**

Based on the conclusion above, there are several suggestions from researchers related to students' perception on Quizizz application for formative assessment:

1. For teacher

Teachers are encouraged to use Quizizz for formative assessments by creating quizzes that match students' needs and learning styles. To address differences in student performance, teachers should provide support and feedback to help students understand the material. Monitoring students' engagement and motivation is important, as positive perceptions can improve learning outcomes. Teachers should also explore features like gamification, instant feedback, and customization to create more effective and engaging learning experiences.

2. Other researchers

Future researchers should expand the study by including students from different grade levels and educational settings to obtain broader findings. Additionally, exploring teachers' perspectives can offer a more comprehensive view of Quizizz's impact on learning.

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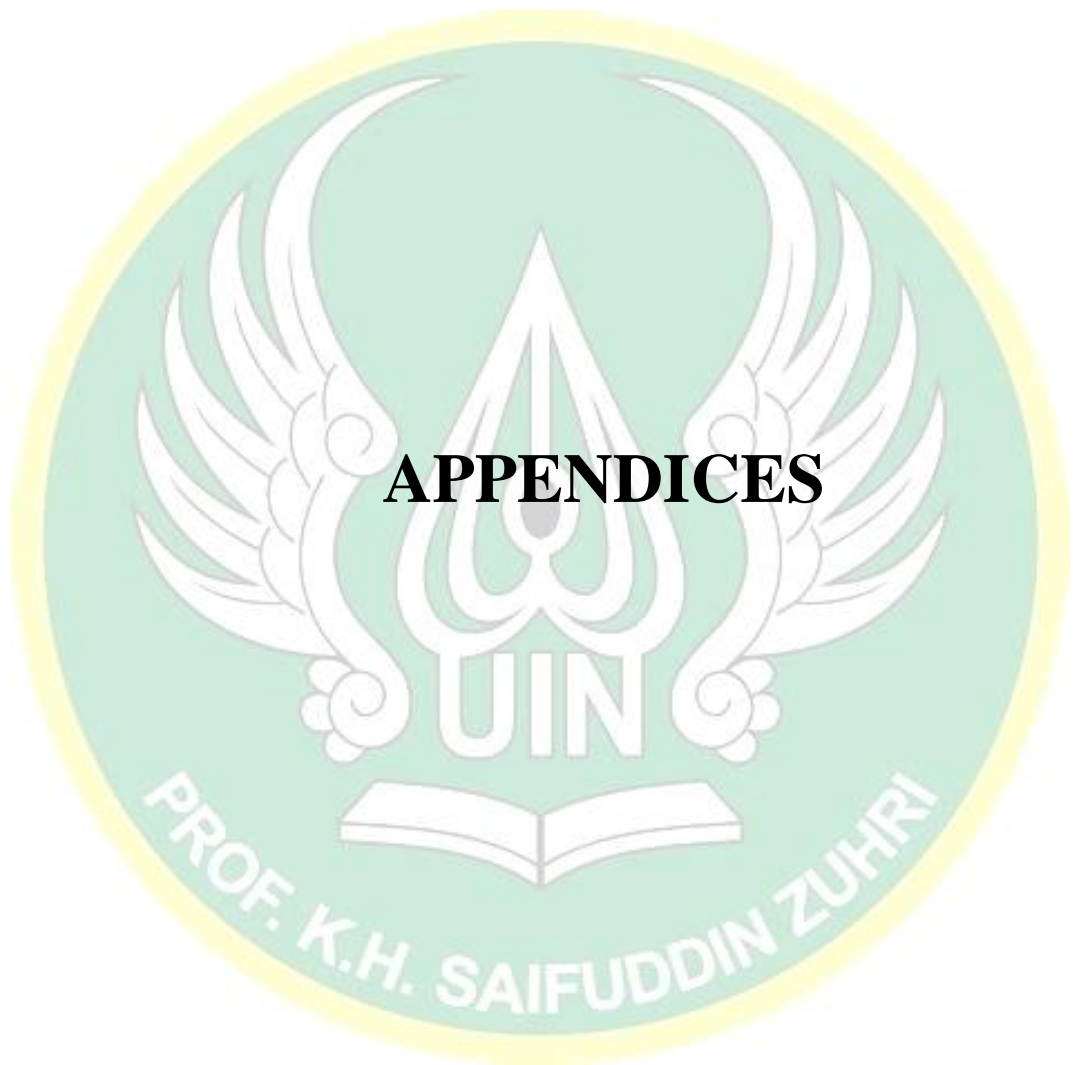
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## Appendix 1 Questionnaire Instrument

### QUESTIONNAIRE

#### STUDENTS' PERCEPTION ON QUIZIZZ APPLICATION FOR FORMATIVE ASSESSMENT AT 10TH GRADE OF MAN 2 BANYUMAS

##### Introduction:

Below are several statements related to students' perception on Quizizz application for formative assessment. Please put a mark (✓) in the column: "SD" if you strongly disagree, "D" if you disagree, "A" if you agree, and "SA" if you strongly agree with the answer sheet provided. Your answer is private and guaranteed confidentially, according to your condition. (Berikut ini adalah beberapa pernyataan terkait persepsi siswa terhadap aplikasi Quizizz untuk penilaian formatif. Silakan beri tanda (✓) pada kolom berikut: "SD" jika Anda sangat tidak setuju, "D" jika Anda tidak setuju, "A" jika Anda setuju, dan "SA" jika Anda sangat setuju. Jawaban Anda bersifat pribadi dan dijamin kerahasiaannya sesuai dengan kondisi Anda).

Do not forget to complete your identity before you answer on the answer sheet provided. (Jangan lupa untuk melengkapi identitas Anda sebelum menjawab pada lembar jawaban yang telah disediakan).

Name :

Class :

Gender:

No	Questions (Pertanyaan)	Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
<b>Students' Perception of Quizizz as an Engaging Tool that Makes Them More Motivate (Persepsi Siswa Terhadap Quizizz sebagai Alat yang Menarik untuk Membuat Mereka Lebih Termotivasi)</b>					
1.	Quizizz helps me stay motivated to learn English. (Quizizz membantu saya tetap				

	termotivasi untuk belajar bahasa Inggris).				
2.	Using Quizizz in class makes learning English more enjoyable. (Penggunaan Quizizz di kelas membuat belajar bahasa Inggris lebih menyenangkan).				
3.	Seeing real-time scores on Quizizz motivates me to focus on my own performance rather than relying on others. (Melihat skor real-time di Quizizz memotivasi saya untuk fokus pada kinerja saya sendiri daripada mengandalkan orang lain).				
4.	Quizizz increases my confidence in learning English. (Quizizz meningkatkan kepercayaan diri saya dalam belajar bahasa Inggris).				
5.	Quizizz's interactive quiz games make learning more enjoyable. (Permainan kuis interaktif Quizizz membuat pembelajaran lebih menyenangkan).				
6.	Quizizz has an attractive display. (Quizizz memiliki tampilan yang menarik).				
7.	Combining quizzes, polls, and slides on Quizizz enhances my learning experience. (Kombinasi kuis, pemilihan, dan slide di Quizizz meningkatkan pengalaman belajar saya). (Wulandari, 2021)				
<b>Students' Perception of Honesty and Fairness in Quizizz (Persepsi Siswa Terhadap Kejujuran dan Keadilan dalam Quizizz)</b>					

8.	Quizizz application means I can't cheat during the test. (Aplikasi Quizizz membuat saya tidak bisa menyontek). (Wulandari, 2021)				
9.	Quizizz makes me feel confident that my performance is evaluated fairly. (Quizizz membuat saya merasa yakin bahwa kinerja saya dievaluasi secara adil).				
10.	Quizizz makes me more honest in answering questions. (Quizizz membuat saya lebih jujur dalam menjawab soal).				
11.	Quizizz application can reduce cheating in class. (Aplikasi Quizizz dapat mengurangi kecurangan di kelas).				
<b>Students' Perception of Quizizz in Understanding English Material (Persepsi Siswa terhadap Quizizz dalam Memahami Materi Bahasa Inggris)</b>					
12.	Quizizz helps me understand English material better. (Quizizz membantu saya memahami materi bahasa Inggris dengan lebih baik). (Utami, E. D., Rizal, S., & Martina, F., 2022).				
13.	I feel using the Quizizz application it can improve my critical thinking skills (Saya merasa menggunakan aplikasi Quizizz karena dapat meningkatkan kemampuan berpikir kritis saya).				
14.	Knowing the correct answers immediately after the quiz helps me retain the material. (Mengetahui jawaban yang				



	benar segera setelah Quizizz membantu saya mengingat materi).				
15.	Quizizz makes it easier for me to study English topics that I find difficult. (Quizizz memudahkan saya mempelajari topik bahasa Inggris yang menurut saya sulit).				
16.	Doing assessments in the Quizizz application can improve my speed-reading skills in English class. (Melakukan penilaian pada aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas bahasa Inggris). (Utami, E. D., Rizal, S., & Martina, F., 2022).				
<b>Students' Perception of Teachers' Creativity Using Quizizz (Persepsi Siswa Terhadap Kreativitas Guru Menggunakan Quizizz)</b>					
17.	The quizzes designed by my teacher on Quizizz are engaging and helpful for learning. (Kuis yang dirancang oleh guru saya di Quizizz menarik dan bermanfaat untuk pembelajaran).				
18.	The background sound on Quizizz makes the atmosphere more lively and enjoyable while I work on questions. (Backsound di Quizizz membuat suasana lebih hidup dan menyenangkan saat saya mengerjakan soal). (Utami, E. D., Rizal, S., & Martina, F., 2022).				
19.	The images included in the				

	quizzes help me better understand the questions or topics. (Gambar yang disertakan dalam Quizizz membantu saya lebih memahami pertanyaan atau topik).				
20.	I am more interested when the teacher conducts an English assessment using the Quizizz application rather than using questions written on paper. (Saya lebih tertarik Ketika guru melakukan penilaian bahasa Inggris menggunakan aplikasi Quizizz daripada menggunakan soal yang ditulis di kertas). (Andresta, 2022)				
<b>Students' Perception of Quizizz Question types (Persepsi Siswa Terhadap tipe pertanyaan dalam Quizizz)</b>					
21.	The variety of activities on Quizizz makes learning more interactive. (Beragamnya aktivitas di Quizizz membuat pembelajaran menjadi lebih interaktif).				
22.	Multiple-choice questions on Quizizz helps me understand the material better. (Soal pilihan ganda di Quizizz membantu saya memahami materi dengan lebih baik).				
23.	Studying in English class using the Quizizz application motivates me to think quickly and stay focused because of the displayed time limit feature. (Belajar di kelas bahasa Inggris menggunakan aplikasi Quizizz memotivasi saya untuk berpikir				

	cepat dan tetap fokus karena fitur batas waktu yang ditampilkan). (Utami, E. D., Rizal, S., & Martina, F., 2022).				
24.	The Quizizz feature that displays correct and incorrect answers on multiple-choice questions helps me learn from my mistakes and improve my understanding for the next question. (Fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membantu saya belajar dari kesalahan dan meningkatkan pemahaman untuk soal berikutnya). (Utami, E. D., Rizal, S., & Martina, F., 2022).				
25.	In the process of working on questions, the Quizizz application has easy instructions to understand. (Dalam proses mengerjakan soal, aplikasi Quizizz memiliki petunjuk yang mudah). (Andresta, 2022)				
26.	The form of writing on the Quizizz application is neatly displayed so that I can understand it well. (Tampilan tulisan di aplikasi Quizizz disajikan dengan rapi sehingga saya dapat memahaminya dengan baik).				
<b>Students' Perception of Quizizz Live Modes and Online Reports (Persepsi Siswa terhadap Mode Langsung Quizizz and laporan online).</b>					
27.	The reward system on Quizizz makes me more enthusiastic.				

	(Sistem penghargaan dan papan peringkat di Quizizz membuat saya lebih semangat). (Wulandari, 2021)				
28.	I feel encouraged to be number one on the leaderboard. (Saya merasa terdorong untuk menjadi nomor satu di papan peringkat).				
29.	Knowing my rank for each question helps me understand my performance. (Mengetahui peringkat saya untuk setiap pertanyaan membantu saya memahami kinerja saya).				
30.	Viewing my friends' progress on Quizizz makes me to perform better. (Melihat kemajuan teman saya di Quizizz membuat saya untuk tampil lebih baik).				



## Appendix 2 Questionnaire Results

QUESTIONNAIRE  
STUDENTS' PERCEPTION ON QUIZZZ APPLICATION FOR FORMATIVE  
ASSESSMENT AT 10TH GRADE OF MAN 2 BANYUMAS

**Introduction:**  
Below are several statements related to students' perception on Quizizz application for formative assessment. Please put a mark (✓) in the column: "SD" if you strongly disagree, "D" if you disagree, "A" if you agree, and "SA" if you strongly agree with the answer sheet provided. Your answer is private and guaranteed confidentially, according to your condition. (Berikut ini adalah beberapa pernyataan terkait persepsi siswa terhadap aplikasi Quizizz untuk penilaian formatif. Silakan beri tanda (✓) pada kolom berikut: "SD" jika Anda sangat tidak setuju, "D" jika Anda tidak setuju, "A" jika Anda setuju, dan "SA" jika Anda sangat setuju. Jawaban Anda bersifat pribadi dan dijamin kerahasiaannya sesuai dengan kondisi Anda).  
Do not forget to complete your identity before you answer on the answer sheet provided. (Jangan lupa untuk melengkapi identitas Anda sebelum menjawab pada lembar jawaban yang telah disediakan).  
Name : Adhita Rizqi Utami  
Class : X UCC 11  
Gender : Male

No	Questions (Pertanyaan)	Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
1.	Quizizz helps me stay motivated to learn English. (Quizizz membantu saya tetap termotivasi untuk belajar bahasa Inggris)			✓	
2.	Using Quizizz in class makes learning English more enjoyable. (Penggunaan Quizizz di kelas membuat belajar bahasa Inggris lebih menyenangkan)				✓
3.	Seeing real time scores on Quizizz motivates me to focus on my own				

	performance rather than relying on others. (Melihat skor real-time di Quizizz memotivasi saya untuk fokus pada kinerja saya sendiri daripada mengandalkan orang lain).			✓	
4.	Quizizz increases my confidence in learning English. (Quizizz meningkatkan kepercayaan diri saya dalam belajar bahasa Inggris).			✓	
5.	Quizizz's interactive quiz games make learning more enjoyable. (Permainan kuis interaktif Quizizz membuat pembelajaran lebih menyenangkan).				✓
6.	Quizizz has an attractive display. (Quizizz memiliki tampilan yang menarik).		✓		
7.	Combining quizzes, polls, and slides on Quizizz enhances my learning experience (Kombinasi kuis, pemilihan, dan slide di Quizizz meningkatkan pengalaman belajar saya).			✓	
8.	Quizizz application means I can't cheat during the test. (Aplikasi Quizizz membuat saya tidak bisa menyontek).			✓	
9.	Quizizz makes me feel confident that my performance is evaluated fairly. (Quizizz membuat saya merasa yakin bahwa kinerja saya dievaluasi secara adil).			✓	
10.	Quizizz makes me more honest in answering questions. (Quizizz membuat saya lebih jujur dalam menjawab soal).				✓
11.	Quizizz application can reduce cheating in class. (Aplikasi Quizizz dapat mengurangi kecurangan di kelas).		✓		
12.	Quizizz helps me understand English material better.			✓	

	(Quizizz membantu saya memahami materi bahasa Inggris dengan lebih baik).				
13.	I feel using the Quizizz application it can improve my critical thinking skills (Saya merasa menggunakan aplikasi Quizizz karena dapat meningkatkan kemampuan berpikir kritis saya).			✓	
14.	Knowing the correct answers immediately after the quiz helps me retain the material. (Mengetahui jawaban yang benar segera setelah Quizizz membantu saya mengingat materi).			✓	
15.	Quizizz makes it easier for me to study English topics that I find difficult. (Quizizz memudahkan saya mempelajari topik bahasa Inggris yang menurut saya sulit).		✓		
16.	Doing assessments using the Quizizz application can improve my speed-reading skills in English class. (Melakukan penilaian pada aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas bahasa Inggris).			✓	
17.	The quizzes designed by my teacher on Quizizz are engaging and helpful for learning. (Kuis yang dirancang oleh guru saya di Quizizz menarik dan bermanfaat untuk pembelajaran).			✓	
18.	The background sound on Quizizz makes the atmosphere more lively and enjoyable while I work on questions. (Background di Quizizz membuat suasana lebih hidup dan menyenangkan saat saya mengerjakan soal).			✓	
19.	The images included in the quizzes help me better understand the questions or topics. (Gambar yang disertakan dalam Quizizz membantu saya lebih			✓	

	memahami pertanyaan atau topik).				
20.	I am more interested when the teacher conducts an English assessment using the Quizizz application rather than using questions written on paper. (Saya lebih tertarik ketika guru melakukan penilaian bahasa Inggris menggunakan aplikasi Quizizz daripada menggunakan soal yang ditulis di kertas).			✓	
21.	The variety of activities on Quizizz makes learning more interactive. (Beragamnya aktivitas di Quizizz membuat pembelajaran menjadi lebih interaktif).			✓	
22.	Multiple-choice questions on Quizizz helps me understand the material better. (Soal pilihan ganda di Quizizz membantu saya memahami materi dengan lebih baik).				✓
23.	Studying in English class using the Quizizz application motivates me to think quickly and stay focused because of the displayed time limit feature. (Belajar di kelas bahasa Inggris menggunakan aplikasi Quizizz memotivasi saya untuk berpikir cepat dan tetap fokus karena fitur batas waktu yang ditampilkan).			✓	
24.	The Quizizz feature that displays correct and incorrect answers on multiple-choice questions helps me learn from my mistakes and improve my understanding for the next question. (Fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membantu saya belajar dari kesalahan dan meningkatkan pemahaman untuk soal berikutnya).			✓	
25.	In the process of working on questions, the Quizizz application has easy instructions to understand. (Dalam proses mengerjakan soal,			✓	

	aplikasi Quizizz memiliki petunjuk yang mudah).				
26.	The form of writing on the Quizizz application is neatly displayed so that I can understand it well. (Tampilan tulisan di aplikasi Quizizz disajikan dengan rapi sehingga saya dapat memahaminya dengan baik).		✓		
27.	The reward system on Quizizz makes me more enthusiastic. (Sistem penghargaan dan papan peringkat di Quizizz membuat saya lebih semangat).			✓	
28.	I feel encouraged to be number one on the leaderboard. (Saya merasa terdorong untuk menjadi nomor satu di papan peringkat).				✓
29.	Knowing my rank for each question helps me understand my performance. (Mengetahui peringkat saya untuk setiap pertanyaan membantu saya memahami kinerja saya).				✓
30.	Viewing my friends' progress on Quizizz makes me to perform better. (Melihat kemajuan teman saya di Quizizz membuat saya untuk tampil lebih baik).		≠	✓	

3

**QUESTIONNAIRE**  
**STUDENTS' PERCEPTION ON QUIZZZ APPLICATION FOR FORMATIVE ASSESSMENT AT 10TH GRADE OF MAN 2 BANYUMAS**

**Introduction:**

Below are several statements related to students' perception on Quizizz application for formative assessment. Please put a mark (✓) in the column: "SD" if you strongly disagree, "D" if you disagree, "A" if you agree, and "SA" if you strongly agree with the answer sheet provided. Your answer is private and guaranteed confidentially, according to your condition. (Berikut ini adalah beberapa pernyataan terkait persepsi siswa terhadap aplikasi Quizizz untuk penilaian formatif. Silakan beri tanda (✓) pada kolom berikut: "SD" jika Anda sangat tidak setuju, "D" jika Anda tidak setuju, "A" jika Anda setuju, dan "SA" jika Anda sangat setuju. Jawaban Anda bersifat pribadi dan dijamin kerahasiaannya sesuai dengan kondisi Anda).

Do not forget to complete your identity before you answer on the answer sheet provided. (Jangan lupa untuk melengkapi identitas Anda sebelum menjawab pada lembar jawaban yang telah disediakan).

Name : Altha Arif Qurda A'yun

Class : X. Vocals 2

Gender:

No	Questions (Pertanyaan)	Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
1.	Quizizz helps me stay motivated to learn English. (Quizizz membantu saya tetap termotivasi untuk belajar bahasa Inggris).				✓
2.	Using Quizizz in class makes learning English more enjoyable. (Penggunaan Quizizz di kelas membuat belajar bahasa Inggris lebih menyenangkan).				✓
3.	Seeing real-time scores on Quizizz motivates me to focus on my own				

	performance rather than relying on others. (Melihat skor real-time di Quizizz memotivasi saya untuk fokus pada kinerja saya sendiri daripada mengandalkan orang lain).				✓
4.	Quizizz increases my confidence in learning English. (Quizizz meningkatkan kepercayaan diri saya dalam belajar bahasa Inggris).				✓
5.	Quizizz's interactive quiz games make learning more enjoyable. (Pernmainan kuis interaktif Quizizz membuat pembelajaran lebih menyenangkan).				✓
6.	Quizizz has an attractive display. (Quizizz memiliki tampilan yang menarik).				✓
7.	Combining quizzes, polls, and slides on Quizizz enhances my learning experience. (Kombinasi kuis, pemilihan, dan slide di Quizizz meningkatkan pengalaman belajar saya).				✓
8.	Quizizz application means I can't cheat during the test. (Aplikasi Quizizz membuat saya tidak bisa menyontek).		✓		
9.	Quizizz makes me feel confident that my performance is evaluated fairly. (Quizizz membuat saya merasa yakin bahwa kinerja saya dievaluasi secara adil).			✓	
10.	Quizizz makes me more honest in answering questions. (Quizizz membuat saya lebih jujur dalam menjawab soal).				✓
11.	Quizizz application can reduce cheating in class. (Aplikasi Quizizz dapat mengurangi kecurangan di kelas).			✓	
12.	Quizizz helps me understand English material better.				

	(Quizizz membantu saya memahami materi bahasa Inggris dengan lebih baik).				✓
13.	I feel using the Quizizz application it can improve my critical thinking skills (Saya merasa menggunakan aplikasi Quizizz karena dapat meningkatkan kemampuan berpikir kritis saya).				✓
14.	Knowing the correct answers immediately after the quiz helps me retain the material. (Mengetahui jawaban yang benar segera setelah Quizizz membantu saya mengingat materi).				✓
15.	Quizizz makes it easier for me to study English topics that I find difficult. (Quizizz memudahkan saya mempelajari topik bahasa Inggris yang menurut saya sulit).				✓
16.	Doing assessments using the Quizizz application can improve my speed-reading skills in English class. (Melakukan penilaian pada aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas bahasa Inggris).				✓
17.	The quizzes designed by my teacher on Quizizz are engaging and helpful for learning. (Kuis yang dirancang oleh guru saya di Quizizz menarik dan bermanfaat untuk pembelajaran).				✓
18.	The background sound on Quizizz makes the atmosphere more lively and enjoyable while I work on questions. (Backsound di Quizizz membuat suasana lebih hidup dan menyenangkan saat saya mengerjakan soal).				✓
19.	The images included in the quizzes help me better understand the questions or topics. (Gambar yang disertakan dalam Quizizz membantu saya lebih			✓	



	memahami pertanyaan atau topik).				
	I am more interested when the teacher conducts an English assessment using the Quizizz application rather than using questions written on paper.				
20.	(Saya lebih tertarik Ketika guru melakukan penilaian bahasa Inggris menggunakan aplikasi Quizizz daripada menggunakan soal yang ditulis di kertas).				✓
	The variety of activities on Quizizz makes learning more interactive.				
21.	(Beragamnya aktivitas di Quizizz membuat pembelajaran menjadi lebih interaktif).				✓
	Multiple-choice questions on Quizizz helps me understand the material better. (Soal pilihan ganda di Quizizz membantu saya memahami materi dengan lebih baik).				✓
	Studying in English class using the Quizizz application motivates me to think quickly and stay focused because of the displayed time limit feature.				
23.	(Belajar di kelas bahasa Inggris menggunakan aplikasi Quizizz memotivasi saya untuk berpikir cepat dan tetap fokus karena fitur batas waktu yang ditampilkan).			✓	
	The Quizizz feature that displays correct and incorrect answers on multiple-choice questions helps me learn from my mistakes and improve my understanding for the next question. (Fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membantu saya belajar dari kesalahan dan meningkatkan pemahaman untuk soal berikutnya).				✓
	In the process of working on questions, the Quizizz application has easy instructions to understand. (Dalam proses mengerjakan soal,				✓

	aplikasi Quizizz memiliki petunjuk yang mudah).				
	The form of writing on the Quizizz application is neatly displayed so that I can understand it well. (Tampilan tulisan di aplikasi Quizizz disajikan dengan rapi sehingga saya dapat memahaminya dengan baik).				✓
26.					
	The reward system on Quizizz makes me more enthusiastic. (Sistem penghargaan dan papan peringkat di Quizizz membuat saya lebih senang).				✓
27.					
	I feel encouraged to be number one on the leaderboard. (Saya merasa terdorong untuk menjadi nomor satu di papan peringkat).				✓
28.					
	Knowing my rank for each question helps me understand my performance. (Mengetahui peringkat saya untuk setiap pertanyaan membantu saya memahami kinerja saya).				✓
29.					
	Viewing my friends' progress on Quizizz makes me to perform better. (Melihat kemajuan teman saya di Quizizz membuat saya untuk tampil lebih baik).				✓
30.					

QUESTIONNAIRE  
STUDENTS' PERCEPTION ON QUIZZZ APPLICATION FOR FORMATIVE  
ASSESSMENT AT 10TH GRADE OF MAN 2 BANYUMAS

**Introduction:**

Below are several statements related to students' perception on Quizizz application for formative assessment. Please put a mark (✓) in the column: "SD" if you strongly disagree, "D" if you disagree, "A" if you agree, and "SA" if you strongly agree with the answer sheet provided. Your answer is private and guaranteed confidentially, according to your condition. (Berikut ini adalah beberapa pernyataan terkait persepsi siswa terhadap aplikasi Quizizz untuk penilaian formatif. Silakan beri tanda (✓) pada kolom berikut: "SD" jika Anda sangat tidak setuju, "D" jika Anda tidak setuju, "A" jika Anda setuju, dan "SA" jika Anda sangat setuju. Jawaban Anda bersifat pribadi dan dijamin kerahasiaannya sesuai dengan kondisi Anda).

Do not forget to complete your identity before you answer on the answer sheet provided. (Jangan lupa untuk melengkapi identitas Anda sebelum menjawab pada lembar jawaban yang telah disediakan).

Name : Aisya Nur Hafidha (nama)  
Class : X RPP  
Gender: FEMALE

No	Questions (Pertanyaan)	Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
1.	Quizizz helps me stay motivated to learn English. (Quizizz membantu saya tetap termotivasi untuk belajar bahasa Inggris).			✓	
2.	Using Quizizz in class makes learning English more enjoyable. (Penggunaan Quizizz di kelas membuat belajar bahasa Inggris lebih menyenangkan).				✓
3.	Seeing real-time scores on Quizizz motivates me to focus on my own		✓		

	performance rather than relying on others. (Melihat skor real-time di Quizizz memotivasi saya untuk fokus pada kinerja saya sendiri daripada mengandalkan orang lain).				
4.	Quizizz increases my confidence in learning English. (Quizizz meningkatkan kepercayaan diri saya dalam belajar bahasa Inggris).			✓	
	Quizizz's interactive quiz games make learning more enjoyable. (Permainan kuis interaktif Quizizz membuat pembelajaran lebih menyenangkan).			✓	
5.					
6.	Quizizz has an attractive display. (Quizizz memiliki tampilan yang menarik).				✓
	Combining quizzes, polls, and slides on Quizizz enhances my learning experience. (Kombinasi kuis, pemilihan, dan slide di Quizizz meningkatkan pengalaman belajar saya).				✓
7.					
8.	Quizizz application means I can't cheat during the test. (Aplikasi Quizizz membuat saya tidak bisa menyontek).			✓	
	Quizizz makes me feel confident that my performance is evaluated fairly. (Quizizz membuat saya merasa yakin bahwa kinerja saya dievaluasi secara adil).				✓
9.					
10.	Quizizz makes me more honest in answering questions. (Quizizz membuat saya lebih jujur dalam menjawab soal).				✓
	Quizizz application can reduce cheating in class. (Aplikasi Quizizz dapat mengurangi kecurangan di kelas).			✓	
11.					
12.	Quizizz helps me understand English material better.				

	(Quizizz membantu saya memahami materi bahasa Inggris dengan lebih baik).				✓
13.	I feel using the Quizizz application it can improve my critical thinking skills (Saya merasa menggunakan aplikasi Quizizz karena dapat meningkatkan kemampuan berpikir kritis saya).				✓
14.	Knowing the correct answers immediately after the quiz helps me retain the material. (Mengetahui jawaban yang benar segera setelah Quizizz membantu saya mengingat materi).				✓
15.	Quizizz makes it easier for me to study English topics that I find difficult. (Quizizz memudahkan saya mempelajari topik bahasa Inggris yang menurut saya sulit).				✓
16.	Doing assessments using the Quizizz application can improve my speed-reading skills in English class. (Melakukan penilaian pada aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas bahasa Inggris).	✓			
17.	The quizzes designed by my teacher on Quizizz are engaging and helpful for learning. (Kuis yang dirancang oleh guru saya di Quizizz menarik dan bermanfaat untuk pembelajaran).				✓
18.	The background sound on Quizizz makes the atmosphere more lively and enjoyable while I work on questions. (Background di Quizizz membuat suasana lebih hidup dan menyenangkan saat saya mengerjakan soal).				✓
19.	The images included in the quizzes help me better understand the questions or topics. (Gambar yang disertakan dalam Quizizz membantu saya lebih				✓

	memahami pertanyaan atau topik).				
20.	I am more interested when the teacher conducts an English assessment using the Quizizz application rather than using questions written on paper. (Saya lebih tertarik Ketika guru melakukan penilaian bahasa Inggris menggunakan aplikasi Quizizz daripada menggunakan soal yang ditulis di kertas).			✓	
21.	The variety of activities on Quizizz makes learning more interactive. (Beragamnya aktivitas di Quizizz membuat pembelajaran menjadi lebih interaktif).				✓
22.	Multiple-choice questions on Quizizz helps me understand the material better. (Soal pilihan ganda di Quizizz membantu saya memahami materi dengan lebih baik).				✓
23.	Studying in English class using the Quizizz application motivates me to think quickly and stay focused because of the displayed time limit feature. (Belajar di kelas bahasa Inggris menggunakan aplikasi Quizizz memotivasi saya untuk berpikir cepat dan tetap fokus karena fitur batas waktu yang ditampilkan).				✓
24.	The Quizizz feature that displays correct and incorrect answers on multiple-choice questions helps me learn from my mistakes and improve my understanding for the next question. (Fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membantu saya belajar dari kesalahan dan meningkatkan pemahaman untuk soal berikutnya).				✓
25.	In the process of working on questions, the Quizizz application has easy instructions to understand. (Dalam proses mengerjakan soal,				✓

	aplikasi Quizizz memiliki petunjuk yang mudah).				
26.	The form of writing on the Quizizz application is neatly displayed so that I can understand it well. (Tampilan tulisan di aplikasi Quizizz disajikan dengan rapi sehingga saya dapat memahaminya dengan baik).	✓			
27.	The reward system on Quizizz makes me more enthusiastic. (Sistem penghargaan dan papan peringkat di Quizizz membuat saya lebih semangat).				✓
28.	I feel encouraged to be number one on the leaderboard. (Saya merasa terdorong untuk menjadi nomor satu di papan peringkat).				✓
29.	Knowing my rank for each question helps me understand my performance. (Mengetahui peringkat saya untuk setiap pertanyaan membantu saya memahami kinerja saya).				✓
30.	Viewing my friends' progress on Quizizz makes me to perform better. (Melihat kemajuan teman saya di Quizizz membuat saya untuk tampil lebih baik).				✓

QUESTIONNAIRE  
STUDENTS' PERCEPTION ON QUIZZZ APPLICATION FOR FORMATIVE  
ASSESSMENT AT 10TH GRADE OF MAN 2 BANYUMAS

**Introduction:**  
Below are several statements related to students' perception on Quizizz application for formative assessment. Please put a mark (✓) in the column: "SD" if you strongly disagree, "D" if you disagree, "A" if you agree, and "SA" if you strongly agree with the answer sheet provided. Your answer is private and guaranteed confidentially, according to your condition. (Berikut ini adalah beberapa pernyataan terkait persepsi siswa terhadap aplikasi Quizizz untuk penilaian formatif. Silakan beri tanda (✓) pada kolom berikut: "SD" jika Anda sangat tidak setuju, "D" jika Anda tidak setuju, "A" jika Anda setuju, dan "SA" jika Anda sangat setuju. Jawaban Anda bersifat pribadi dan dijamin kerahasiannya sesuai dengan kondisi Anda).

Do not forget to complete your identity before you answer on the answer sheet provided. (Jangan lupa untuk melengkapi identitas Anda sebelum menjawab pada lembar jawaban yang telah disediakan).

Name : Bagas Azka Rizki  
Class : X Vokasi 1  
Gender : Male

No	Questions (Pertanyaan)	Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
1.	Quizizz helps me stay motivated to learn English. (Quizizz membantu saya tetap termotivasi untuk belajar bahasa Inggris).			✓	
2.	Using Quizizz in class makes learning English more enjoyable. (Penggunaan Quizizz di kelas membuat belajar bahasa Inggris lebih menyenangkan).				✓
3.	Seeing real-time scores on Quizizz motivates me to focus on my own				



	STS	TS	S	SS
performance rather than relying on others. (Melihat skor real-time di Quizizz memotivasi saya untuk fokus pada kinerja saya sendiri daripada mengandalkan orang lain).			✓	
4. Quizizz increases my confidence in learning English. (Quizizz meningkatkan kepercayaan diri saya dalam belajar bahasa Inggris).		✓		
5. Quizizz's interactive quiz games make learning more enjoyable. (Permainan kuis interaktif Quizizz membuat pembelajaran lebih menyenangkan).			✓	
6. Quizizz has an attractive display. (Quizizz memiliki tampilan yang menarik).		✓		
7. Combining quizzes, polls, and slides on Quizizz enhances my learning experience. (Kombinasi kuis, pemilih, dan slide di Quizizz meningkatkan pengalaman belajar saya).			✓	
8. Quizizz application means I can't cheat during the test. (Aplikasi Quizizz membuat saya tidak bisa menyontek).				✓
9. Quizizz makes me feel confident that my performance is evaluated fairly. (Quizizz membuat saya merasa yakin bahwa kinerja saya dievaluasi secara adil).		✓		
10. Quizizz makes me more honest in answering questions. (Quizizz membuat saya lebih jujur dalam menjawab soal).				✓
11. Quizizz application can reduce cheating in class. (Aplikasi Quizizz dapat mengurangi kecurangan di kelas).			✓	✓
12. Quizizz helps me understand English material better.		✓		

CS Dipindai dengan CamScanner

	STS	TS	S	SS
(Quizizz membantu saya memahami materi bahasa Inggris dengan lebih baik).		✓		
13. I feel using the Quizizz application it can improve my critical thinking skills (Saya merasa menggunakan aplikasi Quizizz karena dapat meningkatkan kemampuan berpikir kritis saya).			✓	
14. Knowing the correct answers immediately after the quiz helps me retain the material. (Mengetahui jawaban yang benar segera setelah Quizizz membantu saya mengingat materi).			✓	
15. Quizizz makes it easier for me to study English topics that I find difficult. (Quizizz memudahkan saya mempelajari topik bahasa Inggris yang menurut saya sulit).		✓		
16. Doing assessments using the Quizizz application can improve my speed-reading skills in English class. (Melakukan penilaian pada aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas bahasa Inggris).	✓			
17. The quizzes designed by my teacher on Quizizz are engaging and helpful for learning. (Kuis yang dirancang oleh guru saya di Quizizz menarik dan bermanfaat untuk pembelajaran).			✓	
18. The background sound on Quizizz makes the atmosphere more lively and enjoyable while I work on questions. (Background di Quizizz membuat suasana lebih hidup dan menyenangkan saat saya mengerjakan soal).	✓			
19. The images included in the quizzes help me better understand the questions or topics. (Gambar yang disertakan dalam Quizizz membantu saya lebih				✓

CS Dipindai dengan CamScanner

	STS	TS	S	SS
memahami pertanyaan atau topik). I am more interested when the teacher conducts an English assessment using the Quizizz application rather than using questions written on paper. (Saya lebih tertarik ketika guru melakukan penilaian bahasa Inggris menggunakan aplikasi Quizizz daripada menggunakan soal yang ditulis di kertas).			✓	
21. The variety of activities on Quizizz makes learning more interactive. (Beragamnya aktivitas di Quizizz membuat pembelajaran menjadi lebih interaktif).			✓	
22. Multiple-choice questions on Quizizz helps me understand the material better. (Soal pilihan ganda di Quizizz membantu saya memahami materi dengan lebih baik).			✓	
23. Studying in English class using the Quizizz application motivates me to think quickly and stay focused because of the displayed time limit feature. (Belajar di kelas bahasa Inggris menggunakan aplikasi Quizizz memotivasi saya untuk berpikir cepat dan tetap fokus karena fitur batas waktu yang ditampilkan).			✓	
24. The Quizizz feature that displays correct and incorrect answers on multiple-choice questions helps me learn from my mistakes and improve my understanding for the next question. (Fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membantu saya belajar dari kesalahan dan meningkatkan pemahaman untuk soal berikutnya).				✓
25. In the process of working on questions, the Quizizz application has easy instructions to understand. (Dalam proses mengerjakan soal,		✓		

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	STS	TS	S	SS
aplikasi Quizizz memiliki petunjuk yang mudah).				
26. The form of writing on the Quizizz application is neatly displayed so that I can understand it well. (Tampilan tulisan di aplikasi Quizizz disajikan dengan rapi sehingga saya dapat memahaminya dengan baik).			✓	
27. The reward system on Quizizz makes me more enthusiastic. (Sistem penghargaan dan papan peringkat di Quizizz membuat saya lebih semangat).				✓
28. I feel encouraged to be number one on the leaderboard. (Saya merasa terdorong untuk menjadi nomor satu di papan peringkat).				✓
29. Knowing my rank for each question helps me understand my performance. (Mengetahui peringkat saya untuk setiap pertanyaan membantu saya memahami kinerja saya).			✓	
30. Viewing my friends' progress on Quizizz makes me to perform better. (Melihat kemajuan teman saya di Quizizz membuat saya untuk tampil lebih baik).				✓

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QUESTIONNAIRE  
STUDENTS' PERCEPTION ON QUIZZZ APPLICATION FOR FORMATIVE  
ASSESSMENT AT 10TH GRADE OF MAN 2 BANYUMAS

**Introduction:**  
Below are several statements related to students' perception on Quizizz application for formative assessment. Please put a mark (✓) in the column: "SD" if you strongly disagree, "D" if you disagree, "A" if you agree, and "SA" if you strongly agree with the answer sheet provided. Your answer is private and guaranteed confidentially, according to your condition. (Berikut ini adalah beberapa pernyataan terkait persepsi siswa terhadap aplikasi Quizizz untuk penilaian formatif. Silakan beri tanda (✓) pada kolom berikut: "SD" jika Anda sangat tidak setuju, "D" jika Anda tidak setuju, "A" jika Anda setuju, dan "SA" jika Anda sangat setuju. Jawaban Anda bersifat pribadi dan dijamin kerahasiaannya sesuai dengan kondisi Anda.)

Do not forget to complete your identity before you answer on the answer sheet provided. (Jangan lupa untuk melengkapi identitas Anda sebelum menjawab pada lembar jawaban yang telah disediakan.)

Name : Adiga Pandu Wicaksono  
Class : X Riset  
Gender : Male

No	Questions (Pertanyaan)	Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
1.	Quizizz helps me stay motivated to learn English. (Quizizz membantu saya tetap termotivasi untuk belajar bahasa Inggris).				✓
2.	Using Quizizz in class makes learning English more enjoyable. (Penggunaan Quizizz di kelas membuat belajar bahasa Inggris lebih menyenangkan).				✓
3.	Seeing real-time scores on Quizizz motivates me to focus on my own				

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	performance rather than relying on others. (Melihat skor real-time di Quizizz memotivasi saya untuk fokus pada kinerja saya sendiri daripada mengandalkan orang lain).			✓	
4.	Quizizz increases my confidence in learning English. (Quizizz meningkatkan kepercayaan diri saya dalam belajar bahasa Inggris).				✓
5.	Quizizz's interactive quiz games make learning more enjoyable. (Permainan kuis interaktif Quizizz membuat pembelajaran lebih menyenangkan).				✓
6.	Quizizz has an attractive display. (Quizizz memiliki tampilan yang menarik).			✓	
7.	Combining quizzes, polls, and slides on Quizizz enhances my learning experience. (Kombinasi kuis, pemilihan, dan slide di Quizizz meningkatkan pengalaman belajar saya).				✓
8.	Quizizz application means I can't cheat during the test. (Aplikasi Quizizz membuat saya tidak bisa menyontek).		✓	✓	
9.	Quizizz makes me feel confident that my performance is evaluated fairly. (Quizizz membuat saya merasa yakin bahwa kinerja saya dievaluasi secara adil).				✓
10.	Quizizz makes me more honest in answering questions. (Quizizz membuat saya lebih jujur dalam menjawab soal).				✓
11.	Quizizz application can reduce cheating in class. (Aplikasi Quizizz dapat mengurangi kecurangan di kelas).				✓
12.	Quizizz helps me understand English material better.				

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	(Quizizz membantu saya memahami materi bahasa Inggris dengan lebih baik).				✓
13.	I feel using the Quizizz application it can improve my critical thinking skills. (Saya merasa menggunakan aplikasi Quizizz karena dapat meningkatkan kemampuan berpikir kritis saya).				✓
14.	Knowing the correct answers immediately after the quiz helps me retain the material. (Mengetahui jawaban yang benar segera setelah Quizizz membantu saya mengingat materi).				✓
15.	Quizizz makes it easier for me to study English topics that I find difficult. (Quizizz memudahkan saya mempelajari topik bahasa Inggris yang menurut saya sulit).				✓
16.	Doing assessments using the Quizizz application can improve my speed-reading skills in English class. (Melakukan penilaian pada aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas bahasa Inggris).			✓	
17.	The quizzes designed by my teacher on Quizizz are engaging and helpful for learning. (Kuis yang dirancang oleh guru saya di Quizizz menarik dan bermanfaat untuk pembelajaran).				✓
18.	The background sound on Quizizz makes the atmosphere more lively and enjoyable while I work on questions. (Background di Quizizz membuat suasana lebih hidup dan menyenangkan saat saya mengerjakan soal).				✓
19.	The images included in the quizzes help me better understand the questions or topics. (Gambar yang disertakan dalam Quizizz membantu saya lebih				✓

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	memahami pertanyaan atau topik).				
20.	I am more interested when the teacher conducts an English assessment using the Quizizz application rather than using questions written on paper. (Saya lebih tertarik Ketika guru melakukan penilaian bahasa Inggris menggunakan aplikasi Quizizz daripada menggunakan soal yang ditulis di kertas).				✓
21.	The variety of activities on Quizizz makes learning more interactive. (Beragamnya aktivitas di Quizizz membuat pembelajaran menjadi lebih interaktif).				✓
22.	Multiple-choice questions on Quizizz helps me understand the material better. (Soal pilihan ganda di Quizizz membantu saya memahami materi dengan lebih baik).				✓
23.	Studying in English class using the Quizizz application motivates me to think quickly and stay focused because of the displayed time limit feature. (Belajar di kelas bahasa Inggris menggunakan aplikasi Quizizz memotivasi saya untuk berpikir cepat dan tetap fokus karena fitur batas waktu yang ditampilkan).			✓	
24.	The Quizizz feature that displays correct and incorrect answers on multiple-choice questions helps me learn from my mistakes and improve my understanding for the next question. (Fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membantu saya belajar dari kesalahan dan meningkatkan pemahaman untuk soal berikutnya).			✓	
25.	In the process of working on questions, the Quizizz application has easy instructions to understand. (Dalam proses mengerjakan soal,				✓

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	aplikasi Quizizz memiliki petunjuk yang mudah).				
26.	The form of writing on the Quizizz application is neatly displayed so that I can understand it well. (Tampilan tulisan di aplikasi Quizizz disajikan dengan rapi sehingga saya dapat memahaminya dengan baik).				✓
27.	The reward system on Quizizz makes me more enthusiastic. (Sistem penghargaan dan papan peringkat di Quizizz membuat saya lebih semangat).				✓
28.	I feel encouraged to be number one on the leaderboard. (Saya merasa terdorong untuk menjadi nomor satu di papan peringkat).				✓
29.	Knowing my rank for each question helps me understand my performance. (Mengetahui peringkat saya untuk setiap pertanyaan membuat saya memahami kinerja saya).				✓
30.	Viewing my friends' progress on Quizizz makes me to perform better. (Melihat kemajuan teman saya di Quizizz membuat saya untuk tampil lebih baik).				✓

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# QUESTIONNAIRE STUDENTS' PERCEPTION ON QUIZZZ APPLICATION FOR FORMATIVE ASSESSMENT AT 10TH GRADE OF MAN 2 BANYUMAS

## Introduction:

Below are several statements related to students' perception on Quizizz application for formative assessment. Please put a mark (✓) in the column: "SD" if you strongly disagree, "D" if you disagree, "A" if you agree, and "SA" if you strongly agree with the answer sheet provided. Your answer is private and guaranteed confidentially, according to your condition. (Berikut ini adalah beberapa pernyataan terkait persepsi siswa terhadap aplikasi Quizizz untuk penilaian formatif. Silakan beri tanda (✓) pada kolom berikut: "SD" jika Anda sangat tidak setuju, "D" jika Anda tidak setuju, "A" jika Anda setuju, dan "SA" jika Anda sangat setuju. Jawaban Anda bersifat pribadi dan dijamin kerahasiannya sesuai dengan kondisi Anda).

Do not forget to complete your identity before you answer on the answer sheet provided. (Jangan lupa untuk melengkapi identitas Anda sebelum menjawab pada lembar jawaban yang telah disediakan).

Name : Adiga Rendu Wicaksono

Class : X Riset

Gender : Male

No	Questions (Pertanyaan)	Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
1.	Quizizz helps me stay motivated to learn English. (Quizizz membantu saya tetap termotivasi untuk belajar bahasa Inggris).				✓
2.	Using Quizizz in class makes learning English more enjoyable. (Penggunaan Quizizz di kelas membuat belajar bahasa Inggris lebih menyenangkan).				✓
3.	Seeing real-time scores on Quizizz motivates me to focus on my own				

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	performance rather than relying on others. (Melihat skor real-time di Quizizz memotivasi saya untuk fokus pada kinerja saya sendiri daripada mengandalkan orang lain).				✓
4.	Quizizz increases my confidence in learning English. (Quizizz meningkatkan kepercayaan diri saya dalam belajar bahasa Inggris).				✓
5.	Quizizz's interactive quiz games make learning more enjoyable. (Pemainan kuis interaktif Quizizz membuat pembelajaran lebih menyenangkan).				✓
6.	Quizizz has an attractive display. (Quizizz memiliki tampilan yang menarik).			✓	
7.	Combining quizzes, polls, and slides on Quizizz enhances my learning experience. (Kombinasi kuis, polling, dan slide di Quizizz meningkatkan pengalaman belajar saya).				✓
8.	Quizizz application means I can't cheat during the test. (Aplikasi Quizizz membuat saya tidak bisa menyontek).	✓	✓		
9.	Quizizz makes me feel confident that my performance is evaluated fairly. (Quizizz membuat saya merasa yakin bahwa kinerja saya dievaluasi secara adil).				✓
10.	Quizizz makes me more honest in answering questions. (Quizizz membuat saya lebih jujur dalam menjawab soal).			✓	
11.	Quizizz application can reduce cheating in class. (Aplikasi Quizizz dapat mengurangi kecurangan di kelas).			✓	
12.	Quizizz helps me understand English material better.				

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	(Quizizz membantu saya memahami materi bahasa Inggris dengan lebih baik).				✓
13.	I feel using the Quizizz application it can improve my critical thinking skills. (Saya merasa menggunakan aplikasi Quizizz karena dapat meningkatkan kemampuan berpikir kritis saya).				✓
14.	Knowing the correct answers immediately after the quiz helps me retain the material. (Mengetahui jawaban yang benar segera setelah Quizizz membantu saya mengingat materi).				✓
15.	Quizizz makes it easier for me to study English topics that I find difficult. (Quizizz memudahkan saya mempelajari topik bahasa Inggris yang menurut saya sulit).				✓
16.	Doing assessments using the Quizizz application can improve my speed-reading skills in English class. (Melakukan penilaian pada aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas bahasa Inggris).			✓	
17.	The quizzes designed by my teacher on Quizizz are engaging and helpful for learning. (Kuis yang dirancang oleh guru saya di Quizizz menarik dan bermanfaat untuk pembelajaran).				✓
18.	The background sound on Quizizz makes the atmosphere more lively and enjoyable while I work on questions. (Background di Quizizz membuat suasana lebih hidup dan menyenangkan saat saya mengerjakan soal).				✓
19.	The images included in the quizzes help me better understand the questions or topics. (Gambar yang disertakan dalam Quizizz membantu saya lebih				✓

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	memahami pertanyaan atau topik).				
20.	I am more interested when the teacher conducts an English assessment using the Quizizz application rather than using questions written on paper. (Saya lebih tertarik Ketika guru melakukan penilaian bahasa Inggris menggunakan aplikasi Quizizz daripada menggunakan soal yang ditulis di kertas).				✓
21.	The variety of activities on Quizizz makes learning more interactive. (Beragamnya aktivitas di Quizizz membuat pembelajaran menjadi lebih interaktif).				✓
22.	Multiple-choice questions on Quizizz helps me understand the material better. (Soal pilihan ganda di Quizizz membantu saya memahami materi dengan lebih baik).				✓
23.	Studying in English class using the Quizizz application motivates me to think quickly and stay focused because of the displayed time limit feature. (Belajar di kelas bahasa Inggris menggunakan aplikasi Quizizz memotivasi saya untuk berpikir cepat dan tetap fokus karena fitur batas waktu yang ditampilkan).			✓	
24.	The Quizizz feature that displays correct and incorrect answers on multiple-choice questions helps me learn from my mistakes and improve my understanding for the next question. (Fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membantu saya belajar dari kesalahan dan meningkatkan pemahaman untuk soal berikutnya).			✓	
25.	In the process of working on questions, the Quizizz application has easy instructions to understand. (Dalam proses mengerjakan soal,				✓

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	aplikasi Quizizz memiliki petunjuk yang mudah).				
26.	The form of writing on the Quizizz application is neatly displayed so that I can understand it well. (Tampilan tulisan di aplikasi Quizizz disajikan dengan rapi sehingga saya dapat memahaminya dengan baik).				✓
27.	The reward system on Quizizz makes me more enthusiastic. (Sistem penghargaan dan papan peringkat di Quizizz membuat saya lebih semangat).				✓
28.	I feel encouraged to be number one on the leaderboard. (Saya merasa terdorong untuk menjadi nomor satu di papan peringkat).				✓
29.	Knowing my rank for each question helps me understand my performance. (Mengetahui peringkat saya untuk setiap pertanyaan membuat saya memahami kinerja saya).				✓
30.	Viewing my friends' progress on Quizizz makes me to perform better. (Melihat kemajuan teman saya di Quizizz membuat saya untuk tampil lebih baik).				✓

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QUESTIONNAIRE  
STUDENTS' PERCEPTION ON QUIZZZ APPLICATION FOR FORMATIVE  
ASSESSMENT AT 10TH GRADE OF MAN 2 BANYUMAS

**Introduction:**

Below are several statements related to students' perception on Quizizz application for formative assessment. Please put a mark (✓) in the column: "SD" if you strongly disagree, "D" if you disagree, "A" if you agree, and "SA" if you strongly agree with the answer sheet provided. Your answer is private and guaranteed confidentially, according to your condition. (Berikut ini adalah beberapa pernyataan terkait persepsi siswa terhadap aplikasi Quizizz untuk penilaian formatif. Silakan beri tanda (✓) pada kolom berikut: "SD" jika Anda sangat tidak setuju, "D" jika Anda tidak setuju, "A" jika Anda setuju, dan "SA" jika Anda sangat setuju. Jawaban Anda bersifat pribadi dan dijamin kerahasiannya sesuai dengan kondisi Anda).

Do not forget to complete your identity before you answer on the answer sheet provided. (Jangan lupa untuk melengkapi identitas Anda sebelum menjawab pada lembar jawaban yang telah disediakan).

Name : Afrizal Rai Nugroho  
Class : X Akd 4  
Gender : Male

No	Questions (Pertanyaan)	Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
1.	Quizizz helps me stay motivated to learn English. (Quizizz membantu saya tetap termotivasi untuk belajar bahasa Inggris).			✓	
2.	Using Quizizz in class makes learning English more enjoyable. (Penggunaan Quizizz di kelas membuat belajar bahasa Inggris lebih menyenangkan).			✓	
3.	Seeing real-time scores on Quizizz motivates me to focus on my own				

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	performance rather than relying on others. (Melihat skor real-time di Quizizz memotivasi saya untuk fokus pada kinerja saya sendiri daripada mengandalkan orang lain).				✓
4.	Quizizz increases my confidence in learning English. (Quizizz meningkatkan kepercayaan diri saya dalam belajar bahasa Inggris).		✓		
5.	Quizizz's interactive quiz games make learning more enjoyable. (Permainan kuis interaktif Quizizz membuat pembelajaran lebih menyenangkan).			✓	
6.	Quizizz has an attractive display. (Quizizz memiliki tampilan yang menarik).			✓	
7.	Combining quizzes, polls, and slides on Quizizz enhances my learning experience. (Kombinasi kuis, pemilihan, dan slide di Quizizz meningkatkan pengalaman belajar saya).			✓	
8.	Quizizz application means I can't cheat during the test. (Aplikasi Quizizz membuat saya tidak bisa menyontek).			✓	
9.	Quizizz makes me feel confident that my performance is evaluated fairly. (Quizizz membuat saya merasa yakin bahwa kinerja saya dievaluasi secara adil).				✓
10.	Quizizz makes me more honest in answering questions. (Quizizz membuat saya lebih jujur dalam menjawab soal).				✓
11.	Quizizz application can reduce cheating in class. (Aplikasi Quizizz dapat mengurangi kecurangan di kelas).	✓			
12.	Quizizz helps me understand English material better.				

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	(Quizizz membantu saya memahami materi bahasa Inggris dengan lebih baik).			✓	
13.	I feel using the Quizizz application it can improve my critical thinking skills (Saya merasa menggunakan aplikasi Quizizz karena dapat meningkatkan kemampuan berpikir kritis saya).			✓	
14.	Knowing the correct answers immediately after the quiz helps me retain the material. (Mengetahui jawaban yang benar segera setelah Quizizz membantu saya mengingat materi).				✓
15.	Quizizz makes it easier for me to study English topics that I find difficult. (Quizizz memudahkan saya mempelajari topik bahasa Inggris yang menurut saya sulit).		✓		
16.	Doing assessments using the Quizizz application can improve my speed-reading skills in English class. (Melakukan penilaian pada aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas bahasa Inggris).			✓	
17.	The quizzes designed by my teacher on Quizizz are engaging and helpful for learning. (Kuis yang dirancang oleh guru saya di Quizizz menarik dan bermanfaat untuk pembelajaran).			✓	
18.	The background sound on Quizizz makes the atmosphere more lively and enjoyable while I work on questions. (Background di Quizizz membuat suasana lebih hidup dan menyenangkan saat saya mengerjakan soal).			✓	
19.	The images included in the quizzes help me better understand the questions or topics. (Gambar yang disertakan dalam Quizizz membantu saya lebih			✓	

	memahami pertanyaan atau topik).				
20.	I am more interested when the teacher conducts an English assessment using the Quizizz application rather than using questions written on paper. (Saya lebih tertarik Ketika guru melakukan penilaian bahasa Inggris menggunakan aplikasi Quizizz daripada menggunakan soal yang ditulis di kertas).			✓	
21.	The variety of activities on Quizizz makes learning more interactive. (Beragamnya aktivitas di Quizizz membuat pembelajaran menjadi lebih interaktif).			✓	
22.	Multiple-choice questions on Quizizz helps me understand the material better. (Soal pilihan ganda di Quizizz membantu saya memahami materi dengan lebih baik).				✓
23.	Studying in English class using the Quizizz application motivates me to think quickly and stay focused because of the displayed time limit feature. (Belajar di kelas bahasa Inggris menggunakan aplikasi Quizizz memotivasi saya untuk berpikir cepat dan tetap fokus karena fitur batas waktu yang ditampilkan).				✓
24.	The Quizizz feature that displays correct and incorrect answers on multiple-choice questions helps me learn from my mistakes and improve my understanding for the next question. (Fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membantu saya belajar dari kesalahan dan meningkatkan pemahaman untuk soal berikutnya).				✓
25.	In the process of working on questions, the Quizizz application has easy instructions to understand. (Dalam proses mengerjakan soal,				

	aplikasi Quizizz memiliki petunjuk yang mudah).			✓	
26.	The form of writing on the Quizizz application is neatly displayed so that I can understand it well. (Tampilan tulisan di aplikasi Quizizz disajikan dengan rapi sehingga saya dapat memahaminya dengan baik).			✓	
27.	The reward system on Quizizz makes me more enthusiastic. (Sistem penghargaan dan papan peringkat di Quizizz membuat saya lebih semangat).				✓
28.	I feel encouraged to be number one on the leaderboard. (Saya merasa terdorong untuk menjadi nomor satu di papan peringkat).				✓
29.	Knowing my rank for each question helps me understand my performance. (Mengetahui peringkat saya untuk setiap pertanyaan membantu saya memahami kinerja saya).			✓	
30.	Viewing my friends' progress on Quizizz makes me to perform better. (Melihat kemajuan teman saya di Quizizz membuat saya untuk tampil lebih baik).			✓	

QUESTIONNAIRE  
STUDENTS' PERCEPTION ON QUIZZIZ APPLICATION FOR FORMATIVE  
ASSESSMENT AT 10TH GRADE OF MAN 2 BANYUMAS

**Introduction:**

Below are several statements related to students' perception on Quizizz application for formative assessment. Please put a mark (✓) in the column: "SD" if you strongly disagree, "D" if you disagree, "A" if you agree, and "SA" if you strongly agree with the answer sheet provided. Your answer is private and guaranteed confidentially, according to your condition. (Berikut ini adalah beberapa pernyataan terkait persepsi siswa terhadap aplikasi Quizizz untuk penilaian formatif. Silakan beri tanda (✓) pada kolom berikut: "SD" jika Anda sangat tidak setuju, "D" jika Anda tidak setuju, "A" jika Anda setuju, dan "SA" jika Anda sangat setuju. Jawaban Anda bersifat pribadi dan dijamin kerahasiaannya sesuai dengan kondisi Anda).

Do not forget to complete your identity before you answer on the answer sheet provided. (Jangan lupa untuk melengkapi identitas Anda sebelum menjawab pada lembar jawaban yang telah disediakan).

Name : Fitri Yuli D.  
Class : X Vole 3  
Gender : Female

No	Questions (Pertanyaan)	Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
1.	Quizizz helps me stay motivated to learn English. (Quizizz membantu saya tetap termotivasi untuk belajar bahasa Inggris).			✓	
2.	Using Quizizz in class makes learning English more enjoyable. (Penggunaan Quizizz di kelas membuat belajar bahasa Inggris lebih menyenangkan).				✓
3.	Seeing real-time scores on Quizizz motivates me to focus on my own				✓

	performance rather than relying on others. (Melihat skor real-time di Quizizz memotivasi saya untuk fokus pada kinerja saya sendiri daripada mengandalkan orang lain).				
4.	Quizizz increases my confidence in learning English. (Quizizz meningkatkan kepercayaan diri saya dalam belajar bahasa Inggris).			✓	
5.	Quizizz's interactive quiz games make learning more enjoyable. (Permainan kuis interaktif Quizizz membuat pembelajaran lebih menyenangkan).			✓	
6.	Quizizz has an attractive display. (Quizizz memiliki tampilan yang menarik).			✓	
7.	Combining quizzes, polls, and slides on Quizizz enhances my learning experience. (Kombinasi kuis, pemilihan, dan slide di Quizizz meningkatkan pengalaman belajar saya).		✓		
8.	Quizizz application means I can't cheat during the test. (Aplikasi Quizizz membuat saya tidak bisa menyontek).			✓	
9.	Quizizz makes me feel confident that my performance is evaluated fairly. (Quizizz membuat saya merasa yakin bahwa kinerja saya dievaluasi secara adil).			✓	
10.	Quizizz makes me more honest in answering questions. (Quizizz membuat saya lebih jujur dalam menjawab soal).			✓	
11.	Quizizz application can reduce cheating in class. (Aplikasi Quizizz dapat mengurangi kecurangan di kelas).		✓		
12.	Quizizz helps me understand English material better.		✓		

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	(Quizizz membantu saya memahami materi bahasa Inggris dengan lebih baik).				
13.	I feel using the Quizizz application it can improve my critical thinking skills. (Saya merasa menggunakan aplikasi Quizizz karena dapat meningkatkan kemampuan berpikir kritis saya).			✓	
14.	Knowing the correct answers immediately after the quiz helps me retain the material. (Mengetahui jawaban yang benar segera setelah Quizizz membantu saya mengingat materi).				✓
15.	Quizizz makes it easier for me to study English topics that I find difficult. (Quizizz memudahkan saya mempelajari topik bahasa Inggris yang menurut saya sulit).		✓		
16.	Doing assessments using the Quizizz application can improve my speed-reading skills in English class. (Melakukan penilaian pada aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas bahasa Inggris).		✓		
17.	The quizzes designed by my teacher on Quizizz are engaging and helpful for learning. (Kuis yang dirancang oleh guru saya di Quizizz menarik dan bermanfaat untuk pembelajaran).			✓	
18.	The background sound on Quizizz makes the atmosphere more lively and enjoyable while I work on questions. (Background di Quizizz membuat suasana lebih hidup dan menyenangkan saat saya mengerjakan soal).			✓	
19.	The images included in the quizzes help me better understand the questions or topics. (Gambar yang disertakan dalam Quizizz membantu saya lebih				

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	memahami pertanyaan atau topik).			✓	
20.	I am more interested when the teacher conducts an English assessment using the Quizizz application rather than using questions written on paper. (Saya lebih tertarik ketika guru melakukan penilaian bahasa Inggris menggunakan aplikasi Quizizz daripada menggunakan soal yang ditulis di kertas).				✓
21.	The variety of activities on Quizizz makes learning more interactive. (Beragamnya aktivitas di Quizizz membuat pembelajaran menjadi lebih interaktif).				✓
22.	Multiple-choice questions on Quizizz helps me understand the material better. (Soal pilihan ganda di Quizizz membantu saya memahami materi dengan lebih baik).			✓	
23.	Studying in English class using the Quizizz application motivates me to think quickly and stay focused because of the displayed time limit feature. (Belajar di kelas bahasa Inggris menggunakan aplikasi Quizizz memotivasi saya untuk berpikir cepat dan tetap fokus karena fitur batas waktu yang ditampilkan).		✓		
24.	The Quizizz feature that displays correct and incorrect answers on multiple-choice questions helps me learn from my mistakes and improve my understanding for the next question. (Fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membantu saya belajar dari kesalahan dan meningkatkan pemahaman untuk soal berikutnya).				✓
25.	In the process of working on questions, the Quizizz application has easy instructions to understand. (Dalam proses mengerjakan soal,				

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	aplikasi Quizizz memiliki petunjuk yang mudah).		✓		
26.	The form of writing on the Quizizz application is neatly displayed so that I can understand it well. (Tampilan tulisan di aplikasi Quizizz disajikan dengan rapi sehingga saya dapat memahaminya dengan baik).			✓	
27.	The reward system on Quizizz makes me more enthusiastic. (Sistem penghargaan dan papan peringkat di Quizizz membuat saya lebih semangat).			✓	
28.	I feel encouraged to be number one on the leaderboard. (Saya merasa terdorong untuk menjadi nomor satu di papan peringkat).				✓
29.	Knowing my rank for each question helps me understand my performance. (Mengetahui peringkat saya untuk setiap pertanyaan membantu saya memahami kinerja saya).				✓
30.	Viewing my friends' progress on Quizizz makes me to perform better. (Melihat kemajuan teman saya di Quizizz membuat saya untuk tampil lebih baik).				✓

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**QUESTIONNAIRE**  
**STUDENTS' PERCEPTION ON QUIZZZ APPLICATION FOR FORMATIVE**  
**ASSESSMENT AT 10TH GRADE OF MAN 2 BANYUMAS**

**Introduction:**

Below are several statements related to students' perception on Quizizz application for formative assessments. Please put a mark (✓) in the column: "SD" if you strongly disagree, "D" if you disagree, "A" if you agree, and "SA" if you strongly agree with the answer sheet provided. Your answer is private and guaranteed confidentially, according to your condition. (Berikut ini adalah beberapa pernyataan terkait persepsi siswa terhadap aplikasi Quizizz untuk penilaian formatif. Silakan beri tanda (✓) pada kolom berikut: "SD" jika Anda sangat tidak setuju, "D" jika Anda tidak setuju, "A" jika Anda setuju, dan "SA" jika Anda sangat setuju. Jawaban Anda bersifat pribadi dan dijamin kerahasiaannya sesuai dengan kondisi Anda.)

Do not forget to complete your identity before you answer on the answer sheet provided. (Jangan lupa untuk melengkapi identitas Anda sebelum menjawab pada lembar jawaban yang telah disediakan.)

Name : Adhika Dimpun W.

Class : X IPS/1515

Gender : Male

No	Questions (Pertanyaan)	Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
1.	Quizizz helps me stay motivated to learn English. (Quizizz membantu saya tetap termotivasi untuk belajar bahasa Inggris).			✓	
2.	Using Quizizz in class makes learning English more enjoyable. (Penggunaan Quizizz di kelas membuat belajar bahasa Inggris lebih menyenangkan).			✓	
3.	Seeing real-time scores on Quizizz motivates me to focus on my own				✓

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	performance rather than relying on others. (Melihat skor real-time di Quizizz memotivasi saya untuk fokus pada kinerja saya sendiri daripada mengandalkan orang lain).				✓
4.	Quizizz increases my confidence in learning English. (Quizizz meningkatkan kepercayaan diri saya dalam belajar bahasa Inggris).			✓	
5.	Quizizz's interactive quiz games make learning more enjoyable. (Permainan kuis interaktif Quizizz membuat pembelajaran lebih menyenangkan).			✓	
5.	Quizizz has an attractive display. (Quizizz memiliki tampilan yang menarik).				✓
7.	Combining quizzes, polls, and slides on Quizizz enhances my learning experience. (Kombinasi kuis, pemilihan, dan slide di Quizizz meningkatkan pengalaman belajar saya).			✓	
8.	Quizizz application means I can't cheat during the test. (Aplikasi Quizizz membuat saya tidak bisa menyontek).		✓		
9.	Quizizz makes me feel confident that my performance is evaluated fairly. (Quizizz membuat saya merasa yakin bahwa kinerja saya dievaluasi secara adil).				✓
10.	Quizizz makes me more honest in answering questions. (Quizizz membuat saya lebih jujur dalam menjawab soal).				✓
11.	Quizizz application can reduce cheating in class. (Aplikasi Quizizz dapat mengurangi kecurangan di kelas).		✓		
12.	Quizizz helps me understand English material better.				

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	(Quizizz membantu saya memahami materi bahasa Inggris dengan lebih baik).			✓	
13.	I feel using the Quizizz application it can improve my critical thinking skills (Saya merasa menggunakan aplikasi Quizizz karena dapat meningkatkan kemampuan berpikir kritis saya).				✓
14.	Knowing the correct answers immediately after the quiz helps me retain the material. (Mengetahui jawaban yang benar segera setelah Quizizz membantu saya mengingat materi).			✓	
15.	Quizizz makes it easier for me to study English topics that I find difficult. (Quizizz memudahkan saya mempelajari topik bahasa Inggris yang menurut saya sulit).			✓	
16.	Doing assessments using the Quizizz application can improve my speed-reading skills in English class. (Melakukan penilaian pada aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas bahasa Inggris).				✓
17.	The quizzes designed by my teacher on Quizizz are engaging and helpful for learning. (Kuis yang dirancang oleh guru saya di Quizizz menarik dan bermanfaat untuk pembelajaran).			✓	
18.	The background sound on Quizizz makes the atmosphere more lively and enjoyable while I work on questions. (Background di Quizizz membuat suasana lebih hidup dan menyenangkan saat saya mengerjakan soal).		✓		
19.	The images included in the quizzes help me better understand the questions or topics. (Gambar yang disertakan dalam Quizizz membantu saya lebih			✓	

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	memahami pertanyaan atau topik).				
20.	I am more interested when the teacher conducts an English assessment using the Quizizz application rather than using questions written on paper. (Saya lebih tertarik Ketika guru melakukan penilaian bahasa Inggris menggunakan aplikasi Quizizz daripada menggunakan soal yang ditulis di kertas).			✓	
21.	The variety of activities on Quizizz makes learning more interactive. (Beragamnya aktivitas di Quizizz membuat pembelajaran menjadi lebih interaktif).			✓	
22.	Multiple-choice questions on Quizizz helps me understand the material better. (Soal pilihan ganda di Quizizz membantu saya memahami materi dengan lebih baik).			✓	
23.	Studying in English class using the Quizizz application motivates me to think quickly and stay focused because of the displayed time limit feature. (Belajar di kelas bahasa Inggris menggunakan aplikasi Quizizz memotivasi saya untuk berpikir cepat dan tetap fokus karena fitur batas waktu yang ditampilkan).			✓	
24.	The Quizizz feature that displays correct and incorrect answers on multiple-choice questions helps me learn from my mistakes and improve my understanding for the next question. (Fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membantu saya belajar dari kesalahan dan meningkatkan pemahaman untuk soal berikutnya).				✓
25.	In the process of working on questions, the Quizizz application has easy instructions to understand. (Dalam proses mengerjakan soal,			✓	

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	aplikasi Quizizz memiliki petunjuk yang mudah).				
26.	The form of writing on the Quizizz application is neatly displayed so that I can understand it well. (Tampilan tulisan di aplikasi Quizizz disajikan dengan rapi sehingga saya dapat memahaminya dengan baik).			✓	
27.	The reward system on Quizizz makes me more enthusiastic. (Sistem penghargaan dan papan peringkat di Quizizz membuat saya lebih semangat).			✓	
28.	I feel encouraged to be number one on the leaderboard. (Saya merasa terdorong untuk menjadi nomor satu di papan peringkat).		✓		
29.	Knowing my rank for each question helps me understand my performance. (Mengetahui peringkat saya untuk setiap pertanyaan membantu saya memahami kinerja saya).			✓	
30.	Viewing my friends' progress on Quizizz makes me to perform better. (Melihat kemajuan teman saya di Quizizz membuat saya untuk tampil lebih baik).			✓	

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QUESTIONNAIRE  
STUDENTS' PERCEPTION ON QUIZZZ APPLICATION FOR FORMATIVE  
ASSESSMENT AT 10TH GRADE OF MAN 2 BANYUMAS

**Introduction:**  
Below are several statements related to students' perception on Quizizz application for formative assessment. Please put a mark (✓) in the column: "SD" if you strongly disagree, "D" if you disagree, "A" if you agree, and "SA" if you strongly agree with the answer sheet provided. Your answer is private and guaranteed confidentially, according to your condition. (Berikut ini adalah beberapa pernyataan terkait persepsi siswa terhadap aplikasi Quizizz untuk penilaian formatif. Silakan beri tanda (✓) pada kolom berikut: "SD" jika Anda sangat tidak setuju, "D" jika Anda tidak setuju, "A" jika Anda setuju, dan "SA" jika Anda sangat setuju. Jawaban Anda bersifat pribadi dan dijamin kerahasiannya sesuai dengan kondisi Anda).

Do not forget to complete your identity before you answer on the answer sheet provided. (Jangan lupa untuk melengkapi identitas Anda sebelum menjawab pada lembar jawaban yang telah disediakan).

Name : Fitri Nur Rizka  
Class : X IIS 1  
Gender : PE

No	Questions (Pertanyaan)	Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
1.	Quizizz helps me stay motivated to learn English. (Quizizz membantu saya tetap termotivasi untuk belajar bahasa Inggris).			✓	
2.	Using Quizizz in class makes learning English more enjoyable. (Penggunaan Quizizz di kelas membuat belajar bahasa Inggris lebih menyenangkan).			✓	
3.	Seeing real-time scores on Quizizz motivates me to focus on my own				

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	performance rather than relying on others. (Melihat skor real-time di Quizizz memotivasi saya untuk fokus pada kinerja saya sendiri daripada mengandalkan orang lain).	✓		✓	
4.	Quizizz increases my confidence in learning English. (Quizizz meningkatkan kepercayaan diri saya dalam belajar bahasa Inggris).		✓		
5.	Quizizz's interactive quiz games make learning more enjoyable. (Permainan kuis interaktif Quizizz membuat pembelajaran lebih menyenangkan).			✓	
6.	Quizizz has an attractive display. (Quizizz memiliki tampilan yang menarik).			✓	
7.	Combining quizzes, polls, and slides on Quizizz enhances my learning experience. (Kombinasi kuis, pemilihan, dan slide di Quizizz meningkatkan pengalaman belajar saya).			✓	
8.	Quizizz application means I can't cheat during the test. (Aplikasi Quizizz membuat saya tidak bisa menyontek).			✓	
9.	Quizizz makes me feel confident that my performance is evaluated fairly. (Quizizz membuat saya merasa yakin bahwa kinerja saya dievaluasi secara adil).			✓	
10.	Quizizz makes me more honest in answering questions. (Quizizz membuat saya lebih jujur dalam menjawab soal).			✓	
11.	Quizizz application can reduce cheating in class. (Aplikasi Quizizz dapat mengurangi kecurangan di kelas).			✓	
12.	Quizizz helps me understand English material better.				

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	(Quizizz membantu saya memahami materi bahasa Inggris dengan lebih baik).			✓	
13.	I feel using the Quizizz application it can improve my critical thinking skills. (Saya merasa menggunakan aplikasi Quizizz karena dapat meningkatkan kemampuan berpikir kritis saya).			✓	
14.	Knowing the correct answers immediately after the quiz helps me retain the material. (Mengetahui jawaban yang benar segera setelah Quizizz membantu saya mengingat materi).			✓	
15.	Quizizz makes it easier for me to study English topics that I find difficult. (Quizizz memudahkan saya mempelajari topik bahasa Inggris yang menurut saya sulit).			✓	
16.	Doing assessments using the Quizizz application can improve my speed-reading skills in English class. (Melakukan penilaian pada aplikasi Quizizz dapat meningkatkan kemampuan membaca cepat saya di kelas bahasa Inggris).			✓	
17.	The quizzes designed by my teacher on Quizizz are engaging and helpful for learning. (Kuis yang dirancang oleh guru saya di Quizizz menarik dan bermanfaat untuk pembelajaran).			✓	
18.	The background sound on Quizizz makes the atmosphere more lively and enjoyable while I work on questions. (Background di Quizizz membuat suasana lebih hidup dan menyenangkan saat saya mengerjakan soal).			✓	
19.	The images included in the quizzes help me better understand the questions or topics. (Gambar yang disertakan dalam Quizizz membantu saya lebih			✓	

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	memahami pertanyaan atau topik).				
	I am more interested when the teacher conducts an English assessment using the Quizizz application rather than using questions written on paper.				
20.	(Saya lebih tertarik Ketika guru melakukan penilaian bahasa Inggris menggunakan aplikasi Quizizz daripada menggunakan soal yang ditulis di kertas).			✓	
	The variety of activities on Quizizz makes learning more interactive.				
21.	(Beragamnya aktivitas di Quizizz membuat pembelajaran menjadi lebih interaktif).			✓	
	Multiple-choice questions on Quizizz helps me understand the material better.				
22.	(Soal pilihan ganda di Quizizz membantu saya memahami materi dengan lebih baik).			✓	
	Studying in English class using the Quizizz application motivates me to think quickly and stay focused because of the displayed time limit feature.				
23.	(Belajar di kelas bahasa Inggris menggunakan aplikasi Quizizz memotivasi saya untuk berpikir cepat dan tetap fokus karena fitur batas waktu yang ditampilkan).			✓	
	The Quizizz feature that displays correct and incorrect answers on multiple-choice questions helps me learn from my mistakes and improve my understanding for the next question.				
24.	(Fitur Quizizz yang menampilkan jawaban benar dan salah pada soal pilihan ganda membantu saya belajar dari kesalahan dan meningkatkan pemahaman untuk soal berikutnya).			✓	
	In the process of working on questions, the Quizizz application has easy instructions to understand.				
25.	(Dalam proses mengerjakan soal,				

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	aplikasi Quizizz memiliki petunjuk yang mudah).			✓	
	The form of writing on the Quizizz application is neatly displayed so that I can understand it well.				
26.	(Tampilan tulisan di aplikasi Quizizz disajikan dengan rapi sehingga saya dapat memahaminya dengan baik).			✓	
	The reward system on Quizizz makes me more enthusiastic.				
27.	(Sistem penghargaan dan papan peringkat di Quizizz membuat saya lebih semangat).			✓	
	I feel encouraged to be number one on the leaderboard.				
28.	(Saya merasa terdorong untuk menjadi nomor satu di papan peringkat).			✓	
	Knowing my rank for each question helps me understand my performance.				
29.	(Mengetahui peringkat saya untuk setiap pertanyaan membantu saya memahami kinerja saya).			✓	
	Viewing my friends' progress on Quizizz makes me to perform better.				
30.	(Melihat kemajuan teman saya di Quizizz membuat saya untuk tampil lebih baik).			✓	

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### Appendix 3 Computation Outcomes

No	Respondents	Class	Statements												
			X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13
1	Afrizal Dwi Nugroho	XAKADEMIK 2	3	3	4	2	3	3	3	3	4	3	1	3	3
2	Andrina Tristan Al-Fathia		2	3	3	2	3	3	2	1	2	3	1	2	2
3	Asti Nurjannah		3	3	3	2	3	3	3	2	3	2	2	2	3
4	Ayudya Prajna Paramitha		3	3	4	4	3	4	4	3	4	3	3	3	3
5	Bima Aprila Bintoro		3	3	3	2	1	2	3	2	1	2	1	3	3
6	Byantara Nadif Argana		3	4	4	3	3	3	4	2	4	4	1	3	3
7	Chanif Abdillah Ibnu Y		2	4	4	3	4	4	3	2	4	3	1	3	2
8	Dwi Lisa Muldiyani		3	3	3	3	3	3	4	3	3	3	3	4	3
9	Elita Julia Izzati		3	3	3	3	3	4	3	4	3	3	3	3	3
10	Elvira Hasna Putri		3	3	3	3	3	3	3	4	4	3	4	3	4
11	Ezar Zaidan Aqil		3	3	3	3	3	3	4	3	4	4	3	3	3
12	Faith Argana Jagadita		3	3	3	3	3	3	4	3	2	3	2	3	2
13	Farah Febriana		3	3	3	2	3	3	4	4	3	3	3	3	3
14	Febian Imam Dwi Padru P		3	3	4	3	4	3	3	2	3	3	2	3	4
15	Fitri Rinai Rahmadani		3	3	3	2	3	3	3	3	3	3	3	1	2
16	Gevilda Maulina Putri		2	4	4	3	4	4	3	2	4	3	1	3	2
17	Lanae Keisha Ruciragati		3	4	4	4	4	3	3	3	4	4	3	4	4
18	Luthfiyyah Shafaa H		2	3	3	3	3	4	3	2	2	2	1	3	3
19	Maya Julia Maulida		4	3	3	3	3	3	3	3	3	3	3	3	3
20	Mega Kumala Dewi		3	3	3	3	3	4	3	3	4	3	4	3	3
21	Melsandy Pramudha W		3	4	4	3	4	4	3	2	2	2	2	3	3
22	Muhammad Lubab Sidqy		3	3	3	3	3	3	3	1	3	3	3	3	3
23	Nadine Azka Nabilah		3	3	4	2	3	3	3	3	4	3	1	3	3
24	Nahla Naura Rahmania J		3	4	2	3	4	3	4	1	4	4	4	4	4

Statements																
X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	X30
4	2	3	3	3	3	2	2	3	3	3	3	3	4	4	3	3
3	2	2	3	2	3	3	3	2	2	3	2	2	3	3	3	3
4	2	3	3	3	3	3	3	3	3	4	3	3	3	3	3	2
4	3	3	3	3	3	4	4	3	3	4	3	3	3	3	3	4
2	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3
3	3	3	3	3	3	4	3	3	4	4	3	3	3	3	4	4
4	3	3	4	4	2	4	4	4	4	4	3	3	4	3	4	3
3	3	3	4	4	3	4	3	4	3	4	3	3	4	3	4	4
3	4	3	4	3	3	3	3	4	3	3	3	3	4	2	3	4
3	3	3	4	4	4	4	3	3	3	4	3	4	3	3	3	4
4	3	3	4	3	4	4	3	3	3	4	3	4	4	4	4	4
4	3	3	3	3	3	3	3	4	3	3	3	3	4	2	3	2
4	2	3	4	4	3	4	4	3	4	4	4	4	3	4	3	4
4	3	3	4	2	3	3	4	3	4	4	3	3	4	4	4	4
3	1	3	3	3	3	1	3	3	1	3	2	2	3	3	3	3
4	3	3	4	4	2	4	4	4	4	4	3	3	4	3	4	3
4	4	4	4	2	3	3	3	3	4	4	4	4	3	3	4	3
4	3	2	2	3	3	4	2	3	2	3	3	3	2	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	3	4	4	3	4	3	4	3	3	3	4	3	4	4	3
3	3	3	4	4	4	4	4	3	3	4	3	4	4	4	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3

25	Nismara Aurika	X AKADEMIK 2	3	3	4	3	4	3	3	3	4	4	2	3	4
26	Nurmiyatul Zakyyatul F		2	3	3	2	3	3	3	2	3	2	1	3	3
27	Rachel Alycia Hazny G		3	4	3	3	4	4	4	3	4	3	4	3	3
28	Rachel Evander J M R		3	3	3	3	3	3	3	2	3	2	2	3	3
29	Rafgan Fahrezi A		3	4	3	4	4	4	3	2	3	3	3	3	3
30	Rafi AUFAR		3	4	2	3	4	2	3	1	3	3	4	3	3
31	Rizdhuwan Damar P		3	3	3	3	3	3	3	1	2	2	1	3	3
32	Salsabila Maulidina Putri		2	2	3	3	4	4	3	3	3	3	2	3	3
33	Sherin Natasya Putri		3	4	3	2	3	2	3	2	3	3	2	3	3
34	Siti Namira Syaharani		3	3	3	3	3	3	4	3	2	3	2	3	2
35	Suci Nurhayati	X VOKASI 5	3	3	3	2	3	3	3	2	3	2	2	2	3
36	Syifa Anindya Putri		3	4	3	3	4	3	3	4	3	4	4	3	3
37	Toni Dwi Pamungkas		3	4	2	3	4	3	4	1	3	3	3	4	4
38	Yudhistira Prasetya S		3	4	3	3	4	3	3	4	4	4	3	3	3
39	Aditya Dwiputra W		3	3	4	3	3	4	3	2	3	3	2	3	4
40	Afidza Zuhrya Muayyadi		3	3	3	3	3	3	3	3	3	3	3	3	3
41	Alif Priatama		3	2	4	3	1	4	3	4	1	3	4	3	3
42	Alifah Zahrotun N S		3	3	3	3	3	3	3	3	3	3	3	3	3
43	Atthar Maulana Fadhil		3	3	3	4	3	3	4	3	2	3	4	3	3
44	Aulia Rohmah		3	3	4	3	2	3	3	2	3	4	4	3	4
45	Ayu Febriani		2	2	2	2	3	4	3	3	3	2	2	2	2
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47	Bagas Nur Pratama		3	2	3	3	3	3	4	2	3	3	3	2	3
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51	Dzaki Akmal Syaifullah		3	3	4	4	3	4	3	3	4	3	2	3	3



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57	Fika Fadhlani Kusuma P		3	3	4	3	3	3	3	3	3	3	3	3	3
58	Iman Fauzi		3	2	3	3	3	3	4	2	3	3	3	3	4
59	Jacinda Sherly Ghina B		4	4	3	4	3	3	3	2	3	4	3	4	4
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62	Muhammad Arkan Syarif		3	3	3	3	3	3	3	4	4	4	3	4	3
63	Muhammad Reza F		4	4	3	4	3	3	3	2	3	4	3	4	3
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66	Reza Andika		3	3	3	3	3	3	3	3	3	3	3	3	3
67	Sabrina Puspa Jiwani		3	3	3	3	2	3	3	2	3	3	2	3	2
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70	Talita Zahro Janah		3	3	4	3	4	2	3	1	3	4	4	3	3
71	Tria Lusiana		4	3	4	3	3	3	3	2	4	4	2	3	3
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74	Yuma Gusti Aptanta		3	2	3	3	3	3	4	2	3	3	3	3	3
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76	Afifah Nadia Atiqah	X VOKASI 3	3	3	3	3	3	3	3	3	2	3	4	3	3
77	Aghniya Alia Citra		3	3	3	3	3	3	3	3	3	3	3	3	3
78	Aisyaniyya Audin		3	3	3	3	3	3	3	3	3	3	3	3	4
79	Akila Jannah		4	3	4	3	3	3	3	3	3	3	2	4	3
80	Amelya Tahta		3	4	4	3	3	3	2	3	3	3	2	2	3
81	Arebi Yusuf Nuryasin		3	3	3	3	3	3	3	3	2	3	4	3	3
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83	Bima Tegar Wiastana		3	3	4	3	3	3	3	3	2	3	2	3	3
84	Dahayu Lukita Zayyan		3	3	3	3	3	3	3	2	3	2	2	3	3
85	Duta Rana Kesuma Ibrahim		3	4	3	4	3	3	3	2	4	3	4	4	3
86	Efry Setiadin		2	3	3	2	3	3	3	1	3	4	1	2	3
87	Fahmi Zaidun Naim		3	3	3	3	3	3	3	2	3	2	2	3	3
88	Faizal Aziz Purnomo		3	3	3	3	3	3	3	3	2	3	2	3	3
89	Firda Nur Istibsyarah		3	4	4	3	3	3	2	2	3	4	3	4	4
90	Junika Dwi Fajarina		3	3	3	3	3	3	3	2	3	2	2	3	3
91	M. Faiz Akyndra Britama		3	3	3	3	4	3	3	2	3	3	2	3	2
92	Firda Nurul Sukriyah		3	4	4	3	3	3	2	2	3	4	2	4	4
93	Mahiroh Azzah Madihah		2	2	3	1	2	3	2	4	3	4	2	2	3
94	Muhammad Hazal M		4	4	4	4	4	3	4	4	4	3	3	3	4
95	Muhammad Royan A		3	4	4	2	3	3	3	2	3	3	1	3	3
96	Nabila Salma		3	3	3	3	3	2	3	3	2	4	3	3	3
97	Najah Shofi Hawa		3	3	3	3	3	4	3	3	3	4	4	3	3
98	Nanda Adibah Luthfiyyah		3	3	3	4	3	3	4	2	3	2	2	3	3
99	Nauval Azka Rifai		3	3	3	3	3	2	3	4	3	3	3	3	3
100	Navi Kendra Anityadarma		3	2	3	3	3	3	4	2	3	3	3	2	3
101	Nizar Maulana Syahdony		3	3	3	3	3	3	3	1	2	3	1	3	3
102	Hawwa Nuzulu Syukriyah		3	3	3	4	3	4	4	4	4	3	4	3	4



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103	Prasetyo Aji Supeno	X VOKASI 3	3	4	3	4	4	3	3	4	3	4	3	3	4
104	Putri Salma Nur Faizah		2	2	3	2	4	3	4	3	2	3	3	2	2
105	Rachel Puspa Hayu N		3	4	3	3	4	2	4	2	4	2	4	3	3
106	Rahmah Umayya Illiyyin		3	3	2	3	3	3	2	3	2	3	3	2	2
107	Rasya Fahmy Setiyadi		3	3	3	3	3	3	3	2	3	2	2	3	3
108	Sabrina Adha Al Hawra		3	3	2	3	3	2	3	3	3	3	2	3	3
109	Sae Abyana Utami Haryono		3	3	3	3	3	3	3	2	3	2	2	3	3
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111	Uswatun Nur Khasanah		3	3	3	3	3	3	3	2	3	3	3	2	3
112	Wildan Syahiduz Zaka		3	4	4	4	3	3	2	1	3	2	3	2	3
113	Zidan Fadlul Anam		3	3	4	2	3	3	3	1	2	4	2	3	3
114	Firman Adityo Nugroho		3	3	3	3	3	3	3	2	3	2	2	3	3
115	Aksanita Taza Nur Indila	X SAINS	3	3	3	2	3	3	3	3	3	3	3	3	3
116	Al islamiar Muhammad H		3	3	4	3	4	4	3	3	4	3	4	3	3
117	Almaera Nayla P H		2	2	4	2	3	3	3	1	3	3	2	2	3
118	Anis Al Kausar Sabani		3	3	3	3	3	2	3	3	3	3	3	2	2
119	Anwar Firdaus		3	4	3	3	4	2	3	3	4	4	3	3	2
120	Azizah Robiatunisa		2	3	3	3	3	3	3	2	3	3	2	3	2
121	Bayu Muhammad R		3	4	4	3	3	4	4	3	3	3	4	3	3
122	Clearyn Laila Gusta		2	3	4	2	4	3	3	1	3	2	1	3	3
123	Fadilah Nur Syifa		3	3	2	3	4	3	3	2	4	4	3	4	3
124	Farras Abdi Hayyan		2	3	2	3	3	3	2	3	2	2	2	1	2
125	Fatih Nur Faizah		2	3	3	2	3	1	3	4	3	4	4	2	1
126	Fauziyyah Annisa A		3	3	3	2	3	3	4	3	4	3	2	3	3
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128	Hafidzul Firdaus		3	3	3	2	2	4	4	2	2	3	3	3	3
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132	Jana Faisza Zaneta		3	3	4	3	2	3	4	4	4	4	2	3	2
133	Khansa Fairus Zalfa		3	2	3	3	2	3	4	3	3	4	1	2	3
134	Maya Dela Angelita		3	2	3	2	2	4	3	1	3	3	3	2	3
135	Misya Amanda Fadhillah		4	4	4	4	4	3	4	4	4	4	3	4	4
136	Muiz Gede Harwansyah		3	3	3	3	3	2	2	4	2	3	2	3	2
137	Muhammad Azzam Nur R		3	3	3	3	3	3	3	3	3	3	3	3	3
138	Nikeshia Fairuzaqilah W		3	3	3	3	3	3	3	2	3	2	2	3	2
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150	Yusuf Maulana		3	3	3	3	3	2	2	1	2	3	4	2	2
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152	Zazkia Nur Aulia		3	4	3	3	4	3	3	2	3	2	3	3	3
153	Aditya Pandu Wicaksono	X RISET	3	3	3	4	4	3	4	2	4	3	3	4	4
154	Ananda Adnan Ichsan P		3	3	3	3	4	3	3	1	3	2	2	2	3
155	Aretha Calya Maharani		3	3	3	2	3	3	3	2	3	1	2	2	2
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165	Fredella Nasywa Wiranata		3	4	3	4	3	4	3	2	3	2	1	3	2
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174	Mufidatunnisa Kamila		2	3	3	2	4	3	3	3	3	3	3	2	2
175	Muhammad Akbar S		3	3	2	3	2	1	4	2	3	2	3	2	3
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193	Dayu Febrina Pambajeng	X VOKASI 1	4	3	4	3	3	4	3	3	3	4	3	3	3
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204	Maya Listiati		3	3	3	4	3	4	3	3	4	3	4	2	3
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206	Muhammad Akbar Kafi A		3	3	2	2	3	3	3	2	2	2	2	3	2
207	Muhammad Alif		3	3	3	3	3	2	3	3	4	3	3	3	3
208	Muti Nurul 'Izzati		3	4	3	3	3	3	3	2	3	3	2	3	3
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217	Rifa Adista Lahutri		3	3	3	3	3	3	3	3	4	4	4	2	3
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224	Zufarul Musyafa		3	4	4	3	4	2	3	2	3	2	2	3	3
225	Abia Sofia Kartika Sari	X AKADEMIK 3	3	4	2	3	3	4	3	3	4	3	4	3	3
226	Abimanyu Mulya A		2	3	3	2	4	3	2	3	3	3	2	3	3
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228	Andika Yudistira		4	4	4	3	4	4	4	3	3	3	3	3	4
229	Azaira Kamilia Cahya		3	3	4	3	3	2	3	2	2	3	3	3	2
230	Devita Putri Amanah		1	2	2	3	3	3	3	4	3	3	3	4	3
231	Dinar Alfreda Zafirah		2	3	4	4	4	3	4	3	2	3	2	3	3
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242	Muhammad Bintang Arya		4	4	4	3	3	3	2	2	3	3	2	3
243	Muhammad Rizki		3	3	4	3	3	2	3	2	2	3	3	3
244	Naudi Aina Pristandri		3	3	3	3	4	3	3	3	4	3	4	3
245	Nihayatul Maesaroh		3	3	3	3	3	3	3	3	3	3	3	3
246	Rahel Salsabila Zaidani		3	4	3	3	4	4	3	2	2	2	2	2
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248	Rizky Aulia Andini		3	3	3	3	4	3	3	4	3	3	2	3
249	Safna Nazifa Khairunnisa		3	4	3	3	4	4	3	2	2	2	2	2
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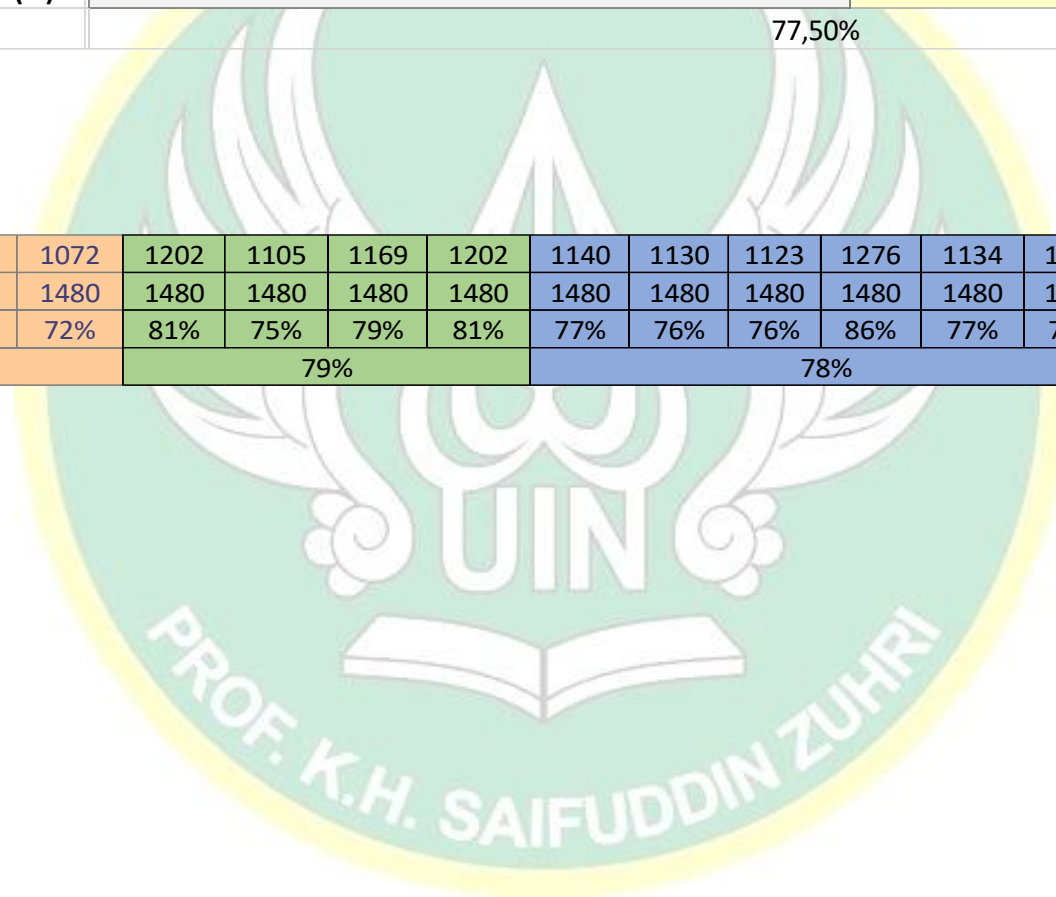
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364	Rizqon Nur Zaki		3	4	3	2	3	3	3	3	2	3	2	3	3
365	Rizqy Maulana Dwi		3	4	3	3	4	2	3	3	3	3	2	3	3
366	Saskia Rahmadani		4	3	4	3	3	3	4	3	4	4	4	4	4
367	Syandana Azzura Putri		3	3	3	3	3	3	3	3	3	3	3	3	3
368	Tania Nuha Azizah		4	4	3	3	4	3	3	3	4	3	4	4	3
369	Thoria Sultan Muzakki		4	3	3	3	3	3	2	3	3	3	4	3	2
370	Yumna Rizqi Januar		3	4	4	4	3	3	3	4	4	4	4	4	3



3	3	3	3	4	3	3	3	3	3	4	3	3	3	4	3	3
3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	2	3	2	3	2	2	2	2	3	2	3	3	3	3	3
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4	3	3	3	4	3	4	3	3	3	4	3	4	4	4	3	4
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3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
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4	3	2	3	2	4	2	3	3	1	1	2	3	3	3	4	4
3	3	3	4	3	3	4	3	3	4	4	3	3	3	4	4	3

Total Score	1107	1190	1182	1098	1207	1147	1164	987	1137	1128	996	1095	1139
Maximum Score	1480	1480	1480	1480	1480	1480	1480	1480	1480	1480	1480	1480	1480
Percentage (%)	75%	80%	80%	74%	82%	78%	79%	67%	77%	76%	67%	74%	77%
Sum Percentage (%)	78%							72%				75%	
Mean	77,50%												

1215	1040	1072	1202	1105	1169	1202	1140	1130	1123	1276	1134	1128	1229	1240	1215	1232
1480	1480	1480	1480	1480	1480	1480	1480	1480	1480	1480	1480	1480	1480	1480	1480	1480
82%	70%	72%	81%	75%	79%	81%	77%	76%	76%	86%	77%	76%	83%	84%	82%	83%
75%			79%				78%						83%			



#### Appendix 4 Percentage per Questions No. 1-30


Q1			Q2			Q3			Q4		
Score	F	%	Score	F	%	Score	F	%	Score	F	%
SD (1)	2	1%	SD (1)	0	0%	SD (1)	2	1%	SD (1)	3	1%
D (2)	42	11%	D (2)	32	9%	D (2)	29	8%	D (2)	61	16%
A (3)	283	76%	A (3)	226	61%	A (3)	234	63%	A (3)	247	67%
SA (4)	43	12%	SA (4)	112	30%	SA (4)	105	28%	SA (4)	58	16%
Total	370	100%	Total	370	100%	Total	370	100%	Total	370	100%
Max Score	1480		Max Score	1480		Max Score	1480		Max Score	1480	
Percentage	75%		Percentage	80%		Percentage	80%		Percentage	74%	
Category	High		Category	High		Category	High		Category	High	
Q5			Q6			Q7			Q8		
Score	F	%	Score	F	%	Score	F	%	Score	F	%
SD (1)	3	1%	SD (1)	2	1%	SD (1)	2	1%	SD (1)	26	7%
D (2)	23	6%	D (2)	45	12%	D (2)	26	7%	D (2)	129	35%
A (3)	218	59%	A (3)	237	64%	A (3)	258	69%	A (3)	157	42%
SA (4)	126	34%	SA (4)	86	23%	SA (4)	84	23%	SA (4)	58	16%

<b>Total</b>	370	100%	<b>Total</b>	370	100%	<b>Total</b>	370	100%	<b>Total</b>	370	100%
<b>Max Score</b>	1480		<b>Max Score</b>	1480		<b>Max Score</b>	1480		<b>Max Score</b>	1480	
<b>Percentage</b>	82%		<b>Percentage</b>	78%		<b>Percentage</b>	79%		<b>Percentage</b>	67%	
<b>Category</b>	Very High		<b>Category</b>	High		<b>Category</b>	High		<b>Category</b>	High	
<b>Q9</b>			<b>Q10</b>			<b>Q11</b>			<b>Q12</b>		
<b>Score</b>	<b>F</b>	<b>%</b>	<b>Score</b>	<b>F</b>	<b>%</b>	<b>Score</b>	<b>F</b>	<b>%</b>	<b>Score</b>	<b>F</b>	<b>%</b>
SD (1)	5	1%	SD (1)	7	2%	SD (1)	32	9%	SD (1)	0	0%
D (2)	62	17%	D (2)	55	15%	D (2)	119	32%	D (2)	67	18%
A (3)	204	55%	A (3)	221	60%	A (3)	150	40%	A (3)	242	66%
SA (4)	99	27%	SA (4)	87	23%	SA (4)	69	19%	SA (4)	58	16%
<b>Total</b>	370	100%	<b>Total</b>	370	100%	<b>Total</b>	370	100%	<b>Total</b>	370	100%
<b>Max Score</b>	1480		<b>Max Score</b>	1480		<b>Max Score</b>	1480		<b>Max Score</b>	1480	
<b>Percentage</b>	77%		<b>Percentage</b>	76%		<b>Percentage</b>	67%		<b>Percentage</b>	74%	
<b>Category</b>	High		<b>Category</b>	High		<b>Category</b>	High		<b>Category</b>	High	
<b>Q13</b>			<b>Q14</b>			<b>Q15</b>			<b>Q16</b>		
<b>Score</b>	<b>F</b>	<b>%</b>	<b>Score</b>	<b>F</b>	<b>%</b>	<b>Score</b>	<b>F</b>	<b>%</b>	<b>Score</b>	<b>F</b>	<b>%</b>
SD (1)	1	0%	SD (1)	3	1%	SD (1)	12	3%	SD (1)	10	3%



D (2)	47	13%	D (2)	32	8%	D (2)	96	26%	D (2)	92	25%
A (3)	244	66%	A (3)	192	52%	A (3)	212	57%	A (3)	194	52%
SA (4)	78	21%	SA (4)	143	39%	SA (4)	50	14%	SA (4)	74	20%
Total	370	100%	Total	370	100%	Total	370	100%	Total	370	100%
Max Score	1480		Max Score	1480		Max Score	1480		Max Score	1480	
Percentage	77%		Percentage	82%		Percentage	70%		Percentage	72%	
Category	High		Category	Very High		Category	High		Category	High	
Q17			Q18			Q19			Q20		
Score	F	%	Score	F	%	Score	F	%	Score	F	%
SD (1)	3	1%	SD (1)	16	4%	SD (1)	3	1%	SD (1)	7	2%
D (2)	22	6%	D (2)	74	20%	D (2)	31	8%	D (2)	41	11%
A (3)	225	61%	A (3)	179	49%	A (3)	240	65%	A (3)	175	47%
SA (4)	120	32%	SA (4)	101	27%	SA (4)	96	26%	SA (4)	147	40%
Total	370	100%	Total	370	100%	Total	370	100%	Total	370	100%
Max Score	1480		Max Score	1480		Max Score	1480		Max Score	1480	
Percentage	81%		Percentage	75%		Percentage	79%		Percentage	81%	
Category	Very High		Category	High		Category	High		Category	Very High	

Q21			Q22			Q23			Q24		
Score	F	%	Score	F	%	Score	F	%	Score	F	%
SD (1)	3	1%	SD (1)	6	2%	SD (1)	12	3%	SD (1)	2	1%
D (2)	35	9%	D (2)	47	13%	D (2)	67	18% %	D (2)	12	3%
A (3)	261	71%	A (3)	238	64%	A (3)	187	51%	A (3)	174	47%
SA (4)	71	19%	SA (4)	79	21%	SA (4)	104	28%	SA (4)	182	49%
Total	370	100%	Total	370	100%	Total	370	100%	Total	370	100%
Max Score	1480		Max Score	1480		Max Score	1480		Max Score	1480	
Percentage	77%		Percentage	76%		Percentage	76%		Percentage	86%	
Category	High		Category	High		Category	High		Category	Very High	
Q25			Q26			Q27			Q28		
Score	F	%	Score	F	%	Score	F	%	Score	F	%
SD (1)	4	1%	SD (1)	6	2%	SD (1)	3	1%	SD (1)	4	1%
D (2)	47	13%	D (2)	44	12%	D (2)	30	8%	D (2)	28	8%
A (3)	240	65%	A (3)	246	66%	A (3)	182	49%	A (3)	172	46%
SA (4)	79	21%	SA (4)	74	20%	SA (4)	155	42%	SA (4)	166	45%
Total	370	100%	Total	370	100%	Total	370	100%	Total	370	100%

Max Score	1480		Max Score	1480		Max Score	1480		Max Score	1480	
Percentage	77%		Percentage	76%		Percentage	83%		Percentage	84%	
Category	High		Category	High		Category	Very High		Category	Very High	
Q29			Q30								
Score	F	%	Score	F	%						
SD (1)	3	1%	SD (1)	3	1%						
D (2)	18	5%	D (2)	18	5%						
A (3)	218	59%	A (3)	201	54%						
SA (4)	129	35%	SA (4)	146	40%						
Total	370	100%	Total	370	100%						
Max Score	1480		Max Score	1480							
Percentage	82%		Percentage	83%							
Category	Very High		Category	Very High							

## Appendix 5 Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUMAS  
MADRASAH ALIYAH NEGERI 2 BANYUMAS  
Jalan Jenderal Sudirman Nomor 791 Purwokerto 53111  
Telepon/Faximili (0281) 633990 Website : <https://man2banyumas.sch.id>

### **SURAT KETERANGAN**

Nomor : 344 Ma.11.05/PP.00.6/02/2025

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 2 Banyumas menerangkan bahwa :

Nama : KHOERIAH KHOLID  
NIM : 214110404116  
Prodi : Tadris Bahasa Inggris  
Universitas : Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

Yang bersangkutan telah melaksanakan Penelitian di MAN 2 Banyumas pada tanggal 7-12 Februari 2025. Dengan Judul Penelitian : Students' Perception on Quizizz Application for Formative Assessment at 10th Grade of MAN 2. Dengan Objek Peserta didik kelas 10 MAN 2 Banyumas.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Purwokerto  
Pada tanggal : 13 Februari 2025  
Kepala,



H. Muhamad Siswanto, M.Pd.I  
NIP. 197106042001121002




Dokumen ini telah ditanda tangani secara elektronik.  
Token : 18HIQ9



Dipindai dengan CamScanner



## Appendix 6 Expert Validation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon  
(0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

---

**SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN**

Yang bertandatangan dibawah ini:

Nama : Khairunnisa Dwinalida, M.Pd.  
Jabatan : Dosen  
Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa soal tes yang akan digunakan untuk penelitian yang berjudul **"Students Perception on Quizizz Application for Formative Assessment at 10th Grade of MAN 2 Banyumas"** yang dibuat oleh:

Nama : Khoeriah Kholid  
NIM : 214110404116  
Prodi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut:

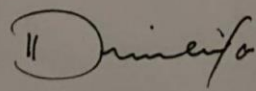
☐ Layak digunakan  
☒ Layak digunakan dengan revisi  
☐ Tidak layak digunakan


Catatan (bila perlu)

lakukan pengamatan - pengamatan seperlunya.

---

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 31 Januari 2025  
Validator,  
  
Khairunnisa Dwinalida, M.Pd.  
NIP. 19921115 201903 2 034

 Dipindai dengan CamScanner

## BIOGRAPHY

### A. Profile

Name : Khoeriah Kholid  
Student Number : 214110404116  
Place/Date of Birth : Tangerang, 17 October 2002  
Address : kp. Talaga, RT 02/RW03, Desa Talaga, Kec.  
Cikupa, Kab. Tangerang. 15610

### B. Education

1. TK Al-Barokah
2. SD Negeri Pabuaran
3. MTS Daarul Ahsan
4. SMAS Daarul Ahsan
5. UIN Prof. K.H Saifuddin Zuhri Purwokerto

### C. Organization Experience

1. Language Movement Department (LMD)
2. English Arabic Club (excellent class)
3. Annajah Arabic Javanese English Club (AARJEC)

Purwokerto, 10 March 2025

Khoeriah Kholid

S.N 214110404116