

Quizziz: ESL Students' Perceptions in rural school.

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Abstract: Online Formative Assessment is one of the process to boost the quality of curriculum and learning English language as a second language in Malaysian classroom environment. The aim of using online assessment tool is to attract the students' interest and passion in learning English. Therefore, this study is executed to find out the students' perceptions towards the use of online formative assessment tool, Quizziz. The design of this study is quasi-experimental where the control group is using the traditional way of assessment, while the experimental group being introduced the online formative assessment through Quizziz. It is found that the experimental group increase their engagement during the learning session as well as be flexible towards their self-learning. Therefore, this online formative assessment is practical and relevant to be used as one of the teaching evaluation tool in Malaysian English classes. The results suggest that there is a big change in almost all the marks scored by the students on their online formative assessment post-test. Thus, it is confirmed that the online formative assessment tool is a good way of evaluating the pupils' performance with stress free. This form of evaluation or assessment is helpful for the students to achieve better academic achievement. Optimistically, the practicality of implementing online formative assessment could forecast a positive achievement among students to score better marks in the final test and they are able to refine the English language acquisition amongst the community members.

Keywords: *achievement, engagement, interest, online formative assessment, practical.*

Introduction

The use of technology in education unlock a brand-new space of comprehension and offers a tool that has the potential to alter some of the prevailing educational methods. The teacher acts as a key to the effective exploitation of this resource within the educational system. As technology use continues to increase in society, teachers need to put themselves together for the use of technology within the four walls of the classroom (McCannon & Crews 2000). Some past studies have reviewed and suggested different outcomes to discover the effects of using technology on students' performance in learning English. However, there are still some lacking information that are missing and required the new researcher to fill up the gap that occurred. One of the technology applications that often takes place in the classroom is the use of language Web-based quizzes and activities for classroom evaluation.

Research Problem / Gap

This research intended to study the perceptions of the rural students' towards the usage of Quizziz as a tool of online assessment in learning English. This is due to the lack of research that had been conducted on online formative assessment for rural students in Malaysia. Thus, this study needs to be conducted to reveal the true level of rural students' performance specifically on online formative assessment. In spite of that, the application of online formative assessment will focus more on learning grammar. This exploration intended to discover the different strategies used by the students for language learning especially when they were exposed to online learning and assessment. The application of traditional learning methodology, such as emphasis on teaching various grammar rules, rote learning and textbook-bound lectures had made the students demotivated, and wait for their teachers to pamper them with an explicit instruction in the classroom. Thus, this study is important to close the loop of knowing the level of students' performance by the introduction of the online formative assessment in the learning of English especially for rural students.

Research Objectives

Generally, this study aimed to explore the perceptions of the rural students' towards the usage of Quizziz in learning English. As this is the online way of learning English, thus; it is necessary to check their level of mastery and also their performance in taking the test. Furthermore, this study also try to examine the factor of learning strategies used by the students in learning through online. Thus, this study is relevant in knowing the learning strategies used by the students involved. Finally, this study is important in investigating the differences in students' performance through manual assessment and Quizziz by conducting the pre-test (manual) and the post-test (Quizziz).

Literature Review

In order to obtain their own personal mental model of the real world, the learners need to experience and pick up from their perceptions of that world. As they perceive each new experience, learners will continually update their own mental models as to reflect the new information, and will construct their own interpretation of reality. Due to the need of using online formative assessment tools, the theory says that the acceptance of users must include the behavioural intention, perceived the usefulness and also perceived ease of usability. This is explained by the theory of technology acceptance model by Davis (2003). Thus, this online formative assessment is really applicable to be used to access the capability of students in the classroom where we can get the feedback instantly.

In the current context (rural area), the application of online assessment is still new due to the insufficient facilities especially the provider of the internet line. In order to align with the current trends in the Malaysian curriculum, the unification of Information Communications Technology (ICT) in schools is very useful and beneficial. (Hashim et al. 2019). Due to that, the application of the diffusion of innovations theory by Rogers (2003) can be applied. The procedure of conducting the online formative assessment is considered as the application of technology which can be communicated through specific channels that is the tool such as the Web-based quizzes and can be done for quite some times. The length of usage will familiarise the students and therefore, this type of online formative assessments would be a great success. It is paralleled with the diffusion of innovations theory by Rogers (2003) and also technology acceptance model by Davis (2003). Thus, this online formative assessments really supported by those theories to be used in the real context and cater the need of the students to have the chance to apply and master the technological skill in the learning processes.

Online formative assessments are believed to be capable in providing significantly instant feedback to both parties, which are the teacher and students. In this modern era, technology does play a vital role in enhancing the quality of the education system. In 1920s', the use of technology in assessment is widely used when Sidney L. Presses designed a machine for automatic testing (Skinner 1958). The learning process has developed from time to time since e-learning and online assessments been introduced. The incorporation of technology into language pedagogy has become a continuous phenomenon. Educational multimedia operating system as resource materials to assist and improve the teaching and learning of English language was manufactured broadly. (Melor Md Yunus et al 2010). Online formative assessment tools has intensify the measurement of the learner outcomes and made it possible for them to obtain immediate and direct feedback (Gilbert et al. 2011). Sitthisak et al. (2008) proposed that, online assessment is the assessment that apply the use of computer with web-based assessment tools. In terms of students' performance, research proved that students who learn using the game-based learning are significantly better than students who still follow the traditional medium (Jui-Mei Y et al. 2011).

In conclusion, a study of language game-based learning based on different situations should be conducted in order to identify the constraints and resistances in implementing the online formative assessment test in the teaching and learning processes especially in Malaysian setting.

Research Methodology

This research employed a quasi-experimental design. It compared the performance of the students by comparing the means of the pre-test and the post-test after three weeks of intervention. Comparisons of performances across pre-test and post-test were restricted to the data of 30 pupils. It is one of the preliminary steps where the experimenters used the controlled and experimental groups and not assigning the students randomly (O'Brien 2007; Chua 2006; Creswell 2003). It is a favoured approach in which group A and the controlled group B were designated without random assignment (Creswell 2003). Only the experimental group received the treatment while the controlled group used the traditional method.

This study had been conducted at Sekolah Kebangsaan Kuala Jengal, Dungun which is situated 50 kilometres away from Dungun town. It is classified as a remote area school. The population of the students is 120 from Year 1 to Year 6. As for this study, the sample chosen was 30 pupils which consists of 13 boys and 17 girls. They are all of equal proficiency level which is categorised as moderate proficiency.

The marks of the pre-test and post-test were analysed by using the Statistical Packages for Social Sciences (SPSS) Version 26. The mean marks of the questionnaires of SILL were also being analysed by SPSS Version 26. The data or the findings were being analysed by the Statistics Descriptive to find the frequencies, mean and standard deviation; compare the means of all the questionnaires, pre-test and post-test marks through Paired Sample T-test and Independent Sample T-test. The checklists of the observation were analysed manually to find out what is really happening throughout the intervention or the teaching and learning processes within that three weeks.

Results and Discussion

All the data were analysed through SPSS Version 26 to get all the necessary analysis especially for the pre-test and post-test marks and also the mean of the questionnaires for SILL.

Table 1: The mean and median of the mean scores for pre-test and post-test

		Postmark	Premark
N	Valid	30	30
	Missing	1	1
Mean		15.67	11.23
Median		15.00	11.50

Based on the above table 1, it showed that the mean for the post-test is 15.67 while the mean for the pre-test is only 11.23. Therefore, it could be said that the performance of the pupils is much increased. The median for the post-test is 15.00 while the median for the pre-test is 11.50.

Table 2: The mean scores for both the boys and girls in pre-test and post-test

	student	N	Mean	Std. Deviation	Std. Error Mean
Pre-mark	boys	13	11.15	1.72	.478
	girls	17	11.29	1.53	.371
Post-mark	boys	13	15.54	1.89	.526
	girls	17	15.76	1.82	.442

Based on the above table 2, it showed that the pre-test marks scored by the pupils were slightly differ based on the gender. The mean of the boys' marks was 11.15 with SD=1.72; while the means of the girls' marks was 11.29 with SD=1.53. It showed that the variability in the two conditions (boys and girls) is about the same. It interprets that the scores in one condition do not vary too much more than the scores in the second condition. In other words, it means that the variability in the two conditions is not significantly different.

For the post-test, the mean of the boys' marks was 15.54 with SD= 1.89; while the mean marks for the girls was 15.76 with SD=1.82. It still showed that the mean of the girls' marks is slightly higher than the boys. Thus, it can be concluded that the mean for the girls' marks are higher for both the pre-test and post-test.

Table 3: Analysis of the means of the pre-test and post-test

Variables	Mean	SD	t-value (df)	sig.(2-tailed)
Pair 1	Premark 11.23	1.59	23.34 (29)	.000
	postmark 15.67	1.82		

*(p<0.05)

Based on the above table, the paired sample t-test was used to compare the mean of the pre-test and the mean of the post-test. The t-test results determined a significant difference (t=23.348, df=29, p<0.05). It was found that there was a significant difference in the scores for pre-test (M=11.23, SD=1.59) and the post-test (M=15.67, SD=1.82); t=(29)=23.34,p=0.00. These results suggest that the scores of the post-test was higher than the scores of the pre-test showing that it had shown increment after the three weeks session of intervention. Specifically, the results suggest that there is a big change in almost all the marks scored by the students on their online formative assessment post-test. Thus, it is confirmed that the online formative assessment tool is a good way of evaluating the pupils' performance with stress free. Thus, this form of evaluation or assessment is helpful for the students to achieve better performance.

Table 4: Correlation between pre-marks and post-marks

	Postmarks	
Premark	R	P value
	0.823	0.000(P<0.01)

**Correlation is significant at the level 0.01 (2-tailed)

Based on the above table, the Pearson Product-Moment Correlation analysis determined there is a correlation between the pre-test and post-test. The result showed a significant correlation at the level of confidence of 99 percentages (r=0.823,

$p < 0.01$). Based on this finding, it showed a strong correlation ($r = 0.823$) between the pre-test and post-test. It portrayed that the two tests were answered by the pupils in a conducive way with less stress due to the online tools of assessment. Thus, the two tests showed a strong correlation and the pupils scored higher specifically for the post-test. Therefore, this online formative assessment is really a good way of assessing the students' performance with stress free.

Table 5: Analysis of language learning strategies on post-test

Variables	Mean	SD	t-value (df)	sig.(2-tailed)
Pair SILL	9.23	2.69	-24.32 (29)	.000
2 Postmark	15.67	1.82		

*($p < 0.05$)

Based on Table 5, the paired-sample t-test was used to compare all the means of the language learning strategies with the mean of the post-test. The means of the language learning strategies were collected based on the data tabulated of 10 questions adapted from the SILL (Strategy Inventory for Language Learning). There was a significant difference in the scores for language learning strategies ($M = 9.23$, $SD = 2.69$) and the post-test ($M = 15.67$, $SD = 1.82$); $t(29) = -24.32$, $p < 0.05$). These results suggest that there is a significant difference for language learning strategies factor with the post-test. Specifically, the results suggest that when the students have applied various language learning strategies, the mean scores for the post-test is higher. Thus, any strategy being used by the learners will determine the success in achieving the better performance in scoring the post-test.

For the observation, it is found that all the students involved in this intervention of involving in the online formative assessment programme we really enjoyed the process of answering the questions provided through online.

Recommendations

It is suggested that by using online assessment tool, it can help to increase the students' engagement in the learning session. When students obtain their test results immediately, they are more likely to be interested in the outcome than have to wait for days just to get the results. Besides, the assessment can be done in a flexible manner, but it must abide the rules and regulations that the teacher has set. Students can take the test from anywhere that provides access to the Internet. They can have more control by their own, friendly interfaces and the tests are carry out in a game-based that make it fun and easy to use. In this global era, most of the learners, especially school students, currently known as the alpha generation, get along and always evolve with the development of technology.

Apart from that, it assists the teacher to reduce his or her burden and save his or her time in marking the endless exam papers. It also can help to improve the quality of feedback for the students' performance and make analysis of the items in the focused topic. Testing online is one of the easiest ways to begin using technology on a regular basis. It is a painless way to integrate technology in the classroom when the teacher is not being provided with a supple resources and time they need in order to implement the technology plans.

Conclusion

It is being said that the mastery of technological skill is essential to activate the 21st Century Learning, which is in line with the education policy, which stresses on the building of all-rounder person to be a capable human capital in future. Thus, the online formative assessments can fulfil the need of the new way of assessing the students instead of the usage of the traditional method of paper and pencil assessment. Therefore, it is recommended that the use of online formative assessment should be emphasised to be used throughout the teaching and learning processes, especially in assessing the four skills of listening, speaking, reading and writing. Not forgetting the assessing of vocabulary and grammar mastery. It is indicated that the perceptions of the students in the experimental group had shown the positive indicator. In conclusion, the online formative assessments will be a great help not only to teachers and students but also for the administrative.

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