

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains some theoretical principles reviewed as a foundation to strengthen the arguments presented regarding this research.

#### **A. Assessment Media**

Theoretically, assessment refers to the measuring activity that represents the student achievement after the learning activity (Tsayari et al., 2018). This theory emphasizes the importance of assessment as a reflection of what students have learned. Assessment, in this context, is not only a means of measuring the end result but also a direct reflection of the effectiveness of the learning process. Without assessment, both teachers and students will find it difficult to know the extent to which the material is understood. This demonstrates the crucial role of assessment in ensuring the achievement of desired outcomes.

Assessment, especially when it leads to the awarding of grades or awards, is often considered as one of the strong sources of extrinsic motivation. Deci & Ryan (1985) in their self-determination theory state that students' intrinsic motivation develops when three basic needs are met: competence, autonomy and relatedness. An engaging assessment is one that gives students the freedom to explore and make decisions in their learning process, and helps them feel competent through clear and useful feedback.

#### **1. Types of Assessment**

In education, there are two types of assessment that are often used in the learning process, namely formative assessment and summative assessment. These two types of assessment have fundamental differences in purpose, implementation time, and impact on the teaching-learning process.

##### **a. Formative Assessment**

Formative assessment is conducted during the learning process with the aim of monitoring students' progress and providing feedback that can help them improve their understanding and performance before the final evaluation is conducted (Nurdianti & Pratolo, 2020). These

assessments are diagnostic and aim to guide learning. Teachers can use formative assessment to adjust teaching methods according to students' needs. Examples include daily quizzes, class discussions, and observations. Formative assessment is very important because it can motivate students to learn continuously without great pressure. In addition, these assessments focus more on the learning process rather than the end result, which encourages students to actively engage in the learning process.

Formative assessment is characterized primarily by its emphasis on providing timely and specific feedback that serves not only as an evaluative tool but also as a guide for students to understand their strengths and areas that need improvement (Cisterna & Gotwals, 2018). Then formative assessment strategies are designed to monitor student progress, identify areas of difficulty or misconception, and guide instructional decisions to improve learning outcomes. By offering immediate feedback and opportunities for students to correct misunderstandings or gaps in knowledge, formative assessment helps build a strong foundation for further learning. Ultimately, its goal is to facilitate growth, encourage a positive learning environment, and promote student success. (Chand & Pillay, 2024)

b. Summative Assessment.

Summative assessment takes place at the conclusion of a defined learning period, be it a course, a unit of study, or some other predetermined time frame (Siskawati & Sari, 2018). Listiani & Nasrullah (2023) also added that summative assessment serves as a comprehensive summary of students' learning, providing an overall view of their achievement and knowledge acquisition over a certain period. This assessment is usually conducted at the end of a learning unit, semester, or educational program, with the aim of assessing overall learning outcomes.

## 2. Media

The use of media in the teaching and learning process is very important because it can increase the effectiveness and efficiency of learning. Literally, media comes from the word “medium,” which means intermediary or introducer. In the context of education, the media functions as a tool that helps students and educators in the teaching and learning process. Meanwhile, students will be helped to learn better, and stimulated to understand the subject being taught in a more effective and efficient form of message delivery communication (Zaharah et al., 2019). On the other hand, media assessment refers to the use of various tools, channels, and technologies to support and enrich the assessment process in education. Media serves as an intermediary that assists in collecting, presenting, and analyzing information about student progress and understanding.

### a. Types of Assessment Media

Various types of media can be used in assessment, including:

#### a) Print Media

Print media in the form of written exams, worksheets, and textbooks containing exercises and questions.

#### b) Digital Media

Digital media in the form of e-learning platforms such as Google classroom, Moodle, and Google forms that allow the creation, distribution, and collection of assignments online.

#### c) Interactive Quizzes and Test

Interactive quizzes and tests in the form of applications or websites such as Kahoot!, Wordwall and Quizizz that provide interesting and interactive quiz formats.

### b. The Advantages of Assessment Media

Assessment media has many advantages to evaluating students' skills, knowledge, and capabilities. Recent studies emphasize the advantages of using various forms of media whether print, digital,

audio, visual, or interactive to support teachers in measuring learning outcomes. Interactive quiz, for example, have been recognized for their ability to make assessments more accessible, provide real-time feedback, and support diverse learning styles.

Moreover, the use of digital media in assessments is seen as a key aspect of modern teaching strategies. Digital literacy plays a vital role in the ability of teachers to integrate technology into assessment processes effectively. This includes not only the technical skills required but also a deeper understanding of how to use digital resources to promote student learning and assessment in meaningful ways (Nguyen & Habók, 2022).

### **B. Quizizz Paper Mode**

Quizizz is one of the media used in assessment, Quizizz is included in quizzes or interactive tests which provide interesting and interactive quiz formats. Namara and Murphy (2017) explain that the Quizizz application is one of the educational applications that applies the concept of gamification. This app has several interesting features, such as avatars, music, leaderboards, and themes that make students feel like they are playing games while learning. These features make learning more interactive and fun. In addition, Sari, et al. (2024) states that Quizizz is a flexible platform for use in various types of assessments, including pre-assessment, formative assessment, lesson hooks, homework, test reviews, and post-assessment. The platform is easy to use and provides tutorials that make it accessible to answer questions and process results.

At first, Quizizz could only be used on electronic devices or computers via web or internet-based applications. However, along with face-to-face learning and not all schools allow students to bring cell phones to school. In addition, if Quizizz is used in lower grades, few students understand technology such as using cell phones or computers. As a result, Quizizz innovated by adding new features that are easier to use (Rini & Zuhdi, 2023). Quizizz (2024) also states that Paper Mode is one of the modes in Quizizz that supports blended learning

and classroom learning that does not have a 1:1 ratio of personal devices for each student.

This Paper Mode feature is very useful for teachers to hold offline learning media. In the learning process, the teacher provides a Quizizz answer sheet in the form of a printed Paper mode and contains a Q code. Then, students have to turn the paper over to show their as part of their participation in the quiz. This way, students can remain engaged in the learning while the answer sheet is scanned and displayed by the teacher. This feature makes it easy for teachers and students to create innovative quiz-based face-to-face learning that is interactive and efficient. Through the use of the Quizizz application with the Paper Mode feature, interactive quizzes inserted with video, audio and images can create a fun, interesting and entertaining learning atmosphere. In addition, Quizizz can be used in a variety of subjects, making it a flexible tool for different types of learning.

Fauziah and Hadi (2023) stated that the strength of Quizizz's paper mode is that it combines game elements in learning. With interesting and fun features such as scores, leaderboards, and challenges, students will feel involved in learning and have intrinsic motivation to achieve better results, not only that Quizizz Paper Mode also provides instant feedback to students this can help students understand their strengths and weaknesses, and provide encouragement to improve understanding and learning achievement. Meanwhile, the weaknesses possessed by the paper mode from Quizizz are the need to print question sheets and barcodes for each student, this will cost additional costs because the use of paper and ink can increase operational costs. In addition, some types of complex questions may be difficult to adapt to paper format, because Quizizz paper mode can only be used for multiple choice questions.

### **C. Students' Motivation**

Motivation is one of the psychological factors that play an important role in the learning process, because it functions as the main driver that directs, activates, and increases student involvement in learning activities. As stated by Harahap et al. (2021), motivation can be generated through a stimulus that is

internalized with memory to move students in accordance with the laws of psychological mechanics. This process allows motivation to significantly influence students in directing their learning activities. Learning motivation is a fundamental element in the educational process, because it functions not only as an impetus to start learning activities, but also as a driver that can maintain the continuity and consistency of these activities. Winata (2021) also emphasizes that learning motivation provides an internal drive that helps students achieve their desired educational goals by giving clear direction to their learning activities. In this context, learning motivation can be seen as an essential factor that encourages student engagement in the learning process.

Intrinsic motivation and extrinsic motivation are the two main forms of motivation that influence student engagement in learning. Deci and Ryan (1985), in their Self-Determination Theory (SDT), state that intrinsic motivation relates to a person's internal desire to learn for personal satisfaction, curiosity, or the achievement of personally meaningful goals. Intrinsic motivation is often associated with better learning outcomes, deeper understanding and long-term engagement in academic activities. There are categories in the intrinsic motivation based on the self-determination theory's taxonomy of motivation:

a. Interest

It refers to the curiosity or involvement that individuals naturally feel towards an activity. When a person is intrinsically motivated, they are interested in the given tasks because they find them interesting and stimulating. This aspect is very important as it often leads to deeper engagement and exploration of the subject matter.

b. Enjoyment

Enjoyment is the pleasure derived from participating in an activity. It is a fundamental aspect of intrinsic motivation, as individuals are more likely to engage in activities, they find enjoyable. Pleasure fosters positive emotional states that enhance learning and performance.

c. Inherent satisfaction

This attribute emphasizes the fulfillment that comes from the activity itself, regardless of any external outcomes or rewards. When individuals engage in activities that fulfill their intrinsic needs, they experience a sense of accomplishment and personal growth.

On the other hand, extrinsic motivation refers to motivation that comes from external factors, such as rewards, praise or the threat of punishment. Although extrinsic motivation can trigger learning actions, research shows that intrinsic motivation tends to be more effective in promoting deep and sustained learning (Ryan & Deci, 2000). There are also the categories in the extrinsic motivation based on the self-determination theory's taxonomy of motivation:

a. External Regulation

These behaviors are performed to meet external demands or to obtain a reward given by an external party. Typically, individuals feel that their behavior is controlled by external factors rather than personal desires. In motivation theory, this is referred to as external locus of causality (EPLOC; deCharms, 1968).

b. Introjection

Introjection describes a type of internal regulation that is still fairly controllable because people perform the act under duress to avoid guilt or anxiety or to achieve ego enhancement or pride.

c. Identification

Identification is a more autonomous, or self-determined, form of extrinsic motivation. Here, the person has identified with the self-interest of a behavior and thus accepted its rules as his own.

d. Integration

The most autonomous form of extrinsic motivation is integrated regulation. Integration occurs when identified regulations have been fully assimilated to the self. This occurs through self-examination and bringing new regulations into congruence with one's other values and needs.

## 1. Factors that Influence Learning Motivation

According to Slameto in Petrus (2018) learning motivation is influenced by three components, there are cognitive impulse, self-esteem, affiliation need. Cognitive impulse is the need to know, understand, and solve problems. This encouragement arises in the process of interaction between students and tasks / problems, self-esteem is namely there are certain students who study hard and carry out tasks not primarily to gain knowledge or skills, but to gain status and self-esteem then affiliation need is the need to master the subject / learning material with the intention of getting justification from others / friends. This need is difficult to separate from self-esteem.

Dimyati and Mudjiono (2015) also identify several important factors that can encourage student learning motivation, including student goals or aspirations. When students have goals or dreams to achieve, it can be a strong motivator to continue learning and trying. Then there are students' physical and emotional conditions. Good physical health helps students to be more focused and energetic in learning, while emotional stability allows them to deal with learning pressure better because students who experience health problems or emotional distress tend to find it difficult to concentrate, thus impacting on their learning motivation. Furthermore, the surrounding environment also plays an important role in encouraging student motivation. A conducive environment, both at school and at home, can increase students' enthusiasm for learning. Support from family, friends, and adequate learning facilities can provide a sense of comfort and security for students, so they are more motivated in the learning process. Conversely, a less supportive environment can be an obstacle to student motivation. Then a factor that can increase student motivation is the teacher's approach to teaching. Teachers who understand the characteristics of students and are able to create a fun and interesting learning atmosphere tend to be more successful in generating enthusiasm for learning. An approach that is communicative, interactive and relevant to students' needs makes them feel valued and encouraged to be more active in learning.



In addition, efforts to increase students' interest and motivation to learn, namely the use of good and correct and interesting learning media. The use of learning media in the teaching and learning process can arouse new interests and desires, arouse motivation and stimulation of learning activities, and even bring psychological influences on learning. The use of learning media at the teaching orientation stage will greatly assist the effectiveness of the learning process and the delivery of messages and lesson content at that time (Wiratmojo, & Hardjo, 2002 cited in Febrita & Ulfah, 2019).

Therefore, students' learning motivation is influenced by various factors, both from within (internal) and from outside (external). Internal factors include cognitive drives, namely the desire to understand and master the material, as well as self-esteem and ideals that encourage individuals to achieve. In addition, physical and psychological conditions also play a role, such as body health and emotional stability that affect learning ability. Meanwhile, external factors include support from the social environment, such as family, friends and teachers, and the non-social environment, such as available learning facilities and a conducive learning atmosphere. All these factors work together to shape a person's motivation to learn and influence the learning outcomes achieved.

## 2. Efforts to Enhance Learning Motivation

Improving students' motivation to learn is not as simple as it seems. For teachers, understanding students' characteristics and creatively designing lessons to suit their needs and interests is essential. By using the right approach, students' learning motivation can grow and develop. According to Sardiman (2005: 92) as cited in Suprihatin (2015), there are several methods that teachers can use to increase motivation. Among other things, giving grades, awards, praise, and making competitions between students. By using this method, it is hoped that student motivation in participating in learning will increase.

### 3. Characteristics of Highly Motivated Students

According to Sardiman (1996) in Suprihatin (2015) students who have high motivation have several characteristics, including students who have high motivation tend to be diligent in facing tasks, they are also resilient in facing difficulties and do not despair easily, they do not need external encouragement to perform as well as possible, they prefer to work independently, they tend to get bored quickly on routine tasks, they can defend their opinions which they feel are correct, and they are not easily swayed.

### D. Previous Studies

Good research requires reference sources that are considered relevant to what is being researched, this is done to see the differences and similarities with the research being conducted, so that there is novelty for the research. In this study there are several previous studies that are considered relevant to be a reference, among others:

1. Research conducted by Aulia, W. N., Sudrajat, & Hidayatullah. (2024) with the title “Use of Paper Mode Quizizz Media to Increase Learning Motivation of Grade IV Students of SD Negeri 1 Manislor.” using the Classroom Action Research (CAR) method with two cycles found that in cycle 1 the results obtained were 4 students (24%) in the low category, 7 students (41%) in the medium category, and 6 students (35%) in the high category. Then, in cycle 2 the results showed that 11 students (65%) were in the high category and only six students (35%) were in the medium category. From the data of the research results, by using the Quizizz media, the teacher's paper mode can increase student motivation to be enthusiastic about doing assignments and solving problems in problems in groups or individually.
2. Nabila, Muliati and Talib under the title “The Effectiveness of Using Quizizz to Improve the Students’ Vocabulary” this research used pre-experimental research, this study found that the use of Quizizz really helps students to increase their attention and

motivation to learn and helps them to remember vocabulary. The students also perceived that Quizizz provided them free and easy access.

3. Research conducted by Janah (2022) with the title “The Effect of Quizizz on Students English Learning Motivation at XIth Grade of SMA Ma'arif Karangmoncol” using a quantitative pre-experimental method found that based on calculation of the regression test on the Quizizz variable (X) on the English learning motivation (Y) variable using a simple-linear regression test, get a significance value of 0.000 where the value is smaller than 0.05 so it can be concluded that there is a significant effect between the Quizizz variables (X) on the variable English learning motivation (Y). With an R Square value of 0.488 which indicates the direction of a positive influence.
4. Research conducted by Robith and Agustina (2024) under the title “The Effectiveness of Quizizz Paper Mode in English Language in Teaching.” Using quantitative with pre-experimental design found that the use of Quizizz Paper Mode in learning English for fifth-grade students at MI Salafiyah Kertoharjo Pekalongan was in the quite effective category. Based on the N-gain calculation, the average N-gain score from the fifth-grade was 71.3611 which was categorized as quite effective.
5. Pertiwi (2020) in her research entitled using the quizizz as an assessment of students’ English learning found that the Quizizz application has a very attractive and fun appereance so that students do not get bored easily in learning, students cannot cheat during exams, and also Quizizz can increase students’ motivation to learn English.

From some of the previous studies above, the author found the similarity such as the use of Quizizz paper mode to increase students’ motivation in learning and the author found the differences in the research methods used and the level of students studied. To fill the gap,

the researcher feels interested in conducting research on the using of Quizizz Paper Mode in Learning English at MTs. Nurul Islam Kota Kediri which can provide new findings regarding the impact of using this method in different contexts.