SCHOOLAR: Social and Literature Study in Education
Vol. 4 No. 3 February 2025, Page. 1 - 14
E-ISSN: 2797-0299

Developing Formative Assessment Using Quizizz for Assessing English Competence

Abdatul Ma'azah[1*], Nurul Afidah[2], Yuyun Bahtiar[3], Ulfa Wulan Agustina[4]
[1,2,3,4]English Education, KH. A. Wahab Hasbullah University
[1]Email: abdatul1904@gmail.com

ABSTRACT
The research aimed to develop a formative assessment using Quizizz to assess English reading skills. The researcher used descriptive text as material and the questions that were created were 50 in multiple-choice types assessment. The subjects of this study were 17 students of the first grade of SMK Pendidikan Megaluh. The research method was the Research and Development (R&D) method that adopted the ADDIE model that consisted of five procedures: Analysis, Design, Development, Implementation, and Evaluation. From those steps, this research was validated by 4 experts, 2 media experts, and 2 media experts (expert validation). As follows: 1). The results of media validation were 4,5 (better category), 2). The result of material validation was 4,4 (better category), The research got data after implementation as follows: 1). The result of the validity test is invalid, 2). The result of the reliability test used Kuder-Richardson /KR-20 was 0,547 (medium reliability), 3). The result of the difficulty test was 4 in the middle category and 21 in the easier category, 4). The result of the discriminating power test was 1 in the lower category, 12 in the low category, 9 moderate category, and 3 in the good category. 5). The student's response questionnaire was 86% (better category). Based on the research, the researcher concluded that Quizizz deserved to be used as an assessment instrument because the product was interesting and the student's response was enthusiastic. Some things that need to be highlighted are the need for revision of the test.

***Keywords**: Assessment Instrument; Formative Assessment; ICT-Based Assessment; Quizizz,*

INTRODUCTION
The world will not be separated from education, which make the next generation better. The most important thing that we should focus on is education, which is accessible to anyone. The rich, the poor, and some of the kids who appear to others as unintelligent students. All teachers and students at some schools need to be interested in the way that the children learn. To successfully carry out the goals of the learning and teaching activities Mujtahidah et al. (2024), Education can be sought for life because everyone needs education to improve their quality of life. Education especially in language is also important to learn since humans are born because language becomes a means of communication between humans.

According to Baroroh et al. (2021), English is a universal language that is frequently used for communication between many nations. English is a crucial global language that connects people with all aspects of the world in a variety of contexts, including education. In English, mastery of 4 skills (listening, writing, reading, and speaking) requires a will-designed teaching procedure Mulatu et al., al (2022). Among those skills, reading is one skill to observe written communications to find out the meaning and helps in several ways, including growing reader knowledge and developing skills in analyzing, evaluating, and identifying information that they read. In this era, the role of technology is very important to be used to find detailed information. Technology can be used in education as a tool to make learning more effective and have an impact on student learning styles because many students prefer to use modern technology. The latest research on how today's modern students prefer technology and the impact of technology use on learning shows that the use of modern equipment technology and tools improves student learning and interactivity (Raja et al, 2018).

ICT (information, communication, and technology) is an important media for life as a means to obtain information. Using ICT in the educational process has a good impact on the learning process such as easier and does not require a long time. In this era, ICT can motivate students to study to understand the material provided. ICT is used as a means of collecting students' data to determine the success rate of the teaching and learning process. In this research, the researcher wants to develop ICT for assessment instruments in first grade. The reason why the researcher chose first grade to be the subject of research is the data collected it is hoped that students know their abilities through the results of the assessment, so they can be motivated to improve student learning at the next grade.

Several ICT-based assessments can develop to know the student's knowledge as long as teaching and learning, the media such as Kahoot, Quizizz, google form, etc. From the several media, Quizizz is one of tool for assessment instruments that increases students' enthusiasm for learning English because it is a very interesting component. Students can view their scores after completing the test and compare students' rankings Danging et al. (2024) Quizizz is a popular learning media that can help students answer. Quizizz is designed in various formats, such as multiple choice, open-ended, true or false, fill-in-the-blank, etc.

The researcher conducted a need analysis in the form of an interview with a teacher in the first grade of SMK Pendidikan Megaluh on 11 August 2023. The result of this need analysis provides information to the researcher that ICT-based assessment instruments are needed in the teaching and learning process because the teacher is not always using books to collect data. On the other hand, it has a good impact and is fun when students use ICT. The resource explained that students' responses are good when given ICT as a tool for learning. Assessment instruments use ICT like Google Forms, Wordwall, Quizizz, etc. The researcher uses Quizizz as a tool for assessment instruments because the researcher hopes the students can be interested in learning, help students understand the materials, and not get bored anymore.

METHOD

In this study, the researcher uses Research and Development (R&D) as a research design. According to Sugiyono (2012), Research and Development (R&D) is a research method for manufacturing a particular product and testing the effectiveness of your product so that it can work in the wider community and need to test the quality of the product. The several models of the R&D method can be used by the researcher to develop the product. The researcher adopts the ADDIE development model which has 5 procedures as follows:

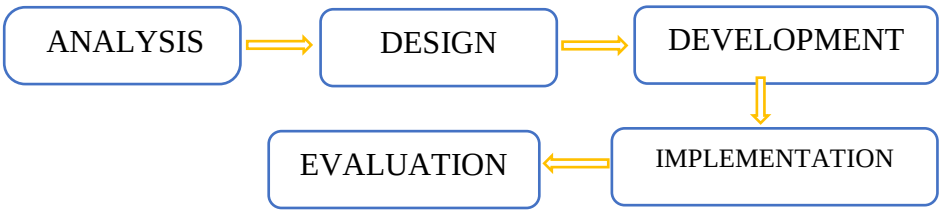

Figure 1 Research and Development Method (R&D) ADDIE Model

Analysis

The analysis is the first step in the ADDIE model to find out information on students' needs and difficulties. The researcher conducted a need analysis to find out data by observing and interviewing with English teacher in SMK Pendidikan Megaluh on 11 August 2023. The researcher got a conclusion from an interview with the teacher below:

- The teacher uses textbooks for teaching and learning.
- Learning evaluation was not done after finishing the lesson at that time, but the teacher gave the assignment
- In evaluation usually teacher uses Google form and paper for an assessment instrument
- Based on ICT it can be easier because the teacher has already determined the answer and does not work twice to correct it.

Based on the observation and interview above, the researcher wants to develop an innovative ICT-based assessment like Quizizz to evaluate the process of students' learning. The result of the interview concluded that in evaluating learning, teachers used paper for assessment, and students are fun with ICT for assessment because it is interesting for them.

Design

The second step of the ADDIE model is the step in making or designing a product and finding the problems faced by teachers and students. In this step, the researcher develops a Quizizz application product for an assessment instrument that contains 50 questions about the descriptive text material which is taught in English lessons for first grade at SMK Pendidikan Megaluh.

Development

The third step of the ADDIE model is developing the product. Researcher develops products about English in reading skills of first grade in SMK Pendidikan Megaluh, after the Quizizz product is developed. At this stage, development is carried out by experts to find out whether this Quizizz product can be implemented for students. The experts selected by the researcher are English lecturers or English teachers who are experts in the field of the material, and media experts as application guides. In this step, the researcher uses a validation sheet to get data and some information about the material that is appropriate for students learning material also a few details Quizizz as an assessment instrument to experts.

The most important thing in developing is expert validation which evaluates the material and Quizizz as an assessment instrument to determine whether the product is feasible. Researchers use an average formula to get results from assessment instruments and materials assessed by experts. The formula calculates each other's total score validator for every aspect with the formula Mujtahidah et al. (2024).

Table 1 Assessment Instruments and Materials

Formula
The formula to calculate the score from each validator for each aspect: $V = \frac{xi}{n1}$ V = Average total validity xi = The score of the aspect n = Number of aspects
The formula calculates the average of each aspect of all validator: $x = \frac{v}{n2}$ x = Total average of all validator n = Number of validators

After calculating the average to see each validity eligibility in 5 assessment categories, the researcher describes it as follows:

Table 2 Average Category

Interpretation Score	Category
$0 \leq x < 1,8$	Lower
$1,8 \leq x < 2,6$	Low
$2,6 \leq x < 3,4$	Fair
$3,4 \leq x < 4,2$	Good
$4,2 \leq x \leq 5$	Better

Implementation

The researcher starts to implement Quizizz for first grade at SMK Pendidikan Megaluh by giving links or codes to students for them to access and answer questions on Quizizz. The researcher uses a questionnaire to get data about students' assessments and responses after using Quizizz and the questionnaire. The researcher calculates data through a Likert Scale with 5 answer options that match the content of the questions. The assessment categories are as follows:

Table 3 Index Category Likert Scale

Category	Score
Better	5
Good	4
Enough	3
Low	2
Lower	1

The questionnaire was filled by students, in accordance with the contents of the questionnaire and the rating score. The researcher calculates the Likert Scale formula as follows:

Table 4 Likert Scale Formula

$P = \frac{Score\ data\ collection}{Ideal\ score} \times 100\%$
Description: P = percentage (%) Ideal score = the higher score x respondents

After analyzing the percentages (%), then find out the interpretation of the score based on 5 choices of items as follows:

Table 5 Percentage Category

Interpretation Score	Category
0 – 20%	Lower
21 – 40%	Low
41 – 60%	Enough
61 – 80%	Good
81 – 100%	Better

Evaluation

The last step of the ADDIE model is for the researcher to evaluate the assessment instruments in accordance with the advice given by experts and questionnaires that have been given to students.

RESULT AND DISCUSSION

Result

Some of the procedures of the ADDIE model are the result of 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation.

- The result of Analyze

Analysis is the first step in the ADDIE model to find out information on students' needs and difficulties. The researcher conducted a need analysis to find out data by observing and interviewing with English teacher in SMK Pendidikan Megaluh on 11 August 2023. The researcher got a conclusion from the interview with the teacher below:

- The teacher uses textbooks for teaching and learning.
- Learning evaluation was not done after finishing the lesson at that time, but the teacher gave an assignment
- In evaluation usually, the teacher uses Google form and paper for an assessment instrument
- Based on ICT it can be easier because the teacher has already determined the answer and does not work twice to correct it.

Based on the observation and interview above, the researcher wants to develop an innovative ICT-based assessment like Quizizz to evaluate the process of students' learning. The result of the interview concluded that in evaluating learning, teachers used paper for assessment, and students are fun with ICT for assessment because it is interesting for them.

The result of Design

The second step of the ADDIE model is the step in making or designing a product and finding the problems faced by teachers and students. In this step, the researcher develops a Quizizz application product for an assessment instrument that contains 50 questions about the descriptive text material that is taught in English lessons for first grade at SMK Pendidikan Megaluh

How to use assessment instruments begins with logging in to access the application, then in the next stage, namely making quizzes by giving titles first and lessons that will be given to students and then making questions based on several types in the application, such as multiple choice, fill in the blank, bookmarks, short entry, imagine labels, draw, essay, etc. When the assessment instrument has made several quizzes, it will be uploaded and can be accessed via the link or a number of smartphones.

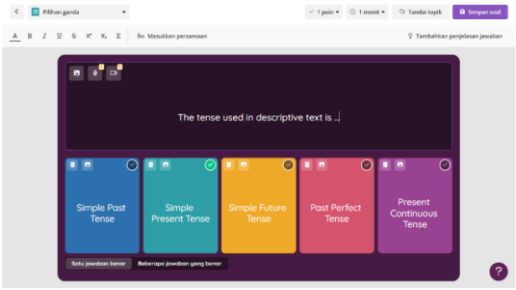

Figure 2 Create a Question

Furthermore, the researcher provides questions using text on the picture containing readings and then students can answer the choices that can be provided. The students can get in to answer questions, and the time can be changed according to the material provided. If teachers want to create a question, it can be saved by clicking the "save" button it will be automatically saved to the title that was created earlier.

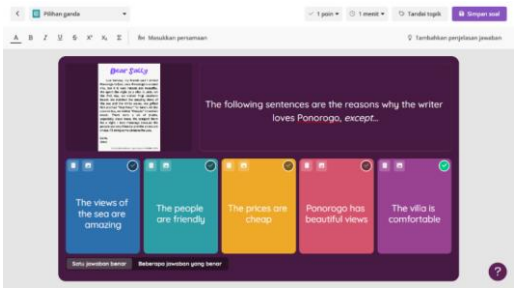

Figure 3 Create a Question

The Result of Development

The most important thing in developing is expert validation which evaluates the material and Quizizz as an assessment instrument to determine whether the product is feasible. The researcher used an average formula to get results from assessment instruments and materials assessed by experts.

Expert Validation

Expert validation was one of the stages in this research that aimed to measure the relevance and feasibility of a developed product. In this study, the researcher consulted the product to the 2 expert validations. The first media expert involved two lecturers from KH. A. Wahab Hasbullah University who are media experts. The second validation consisted of two materials experts too.

The formula to calculate the expert validation sheet is below:

Table 6 The Average Formula

Formula
The formula to calculate the score from each validator for each aspect: $$\mathbf{V} = \frac{\mathbf{xi}}{\mathbf{n1}}$$ V = Average total validity xi = The score of the aspect n = Number of aspects
The formula calculates the average of each aspect of all validators: $$\boldsymbol{x} = \frac{\boldsymbol{v}}{\mathbf{n2}}$$ x = Total average of all validator n = Number of validators

So, based on the formula above. The result of Media validation is as follows:

Table 7 The Result of Media Validation

No	Description	Score V1	Score V2
1.	The assessment instrument is suitable for SMK	5	5
2.	Clarity of instructions for using the assessment instrument	4	4
3.	Appropriateness of type and size of font	4	4
4.	Clarity of font color selection	5	5
5.	The images presented support the clarity of the question	4	3
6.	The choice of background can attract students' interest	5	4
7.	Assessment instruments are clear and easy to read	5	4
8.	The content of the assessment instrument as a whole can motivate students to learn	5	4
9.	The assessment instrument is easy to use, simple to operate	5	5
10.	Back sound does not interface with students' concentration	5	5
11.	The use of background attracts students' interest	5	4
Sum		48	44
Average		4,7	4,3
Conclusion		4,5	
Category		Better	

Based on the calculation of the media validation, the researcher got 4,5 which was categorized in the "Better" category. It means that the media on "Quizizz" apps deserves to be implemented at SMK Pendidikan Megaluh.

Table 8 The Result of Material Validation

No.	Description	Score V1	Score V2
1.	Suitability of the material with the curriculum	5	5
2.	The clarity of the instructions for using an assessment instrument	4	5
3.	The depth of the material is in accordance with the characteristics of the students	4	5
4.	Clarity on the use of assessment instrument	5	4
5.	Ease of students' understanding of the assessment instrument	4	4
6.	Assessment instruments are packaged in a coherent manner	5	4
7.	The assessment instruments used are in accordance with the learning material	5	4
8.	The grammar in the question is in accordance with the improved grammar	4	4
9.	Problem instructions are easy to understand	4	4
10.	Language is clear and easy to understand	4	4
11.	Accuracy of providing feedback on students' answer	5	4
Sum		49	47
Average		4,5	4,3
Conclusion		4,4	
Category		Better	

Based on the calculation of the material validation, the researcher got 4,4 which was categorized in the “Better” category. It means that the media on “Quizizz” apps deserves to be implemented at SMK Pendidikan Megaluh.

Revision based on expert validation judgment

The researcher received several revisions from material experts and media experts to make assessment instruments better. The following figure shows the layout before and after revision by the expert.

Figure 4 Before Revision Based on Media Validation

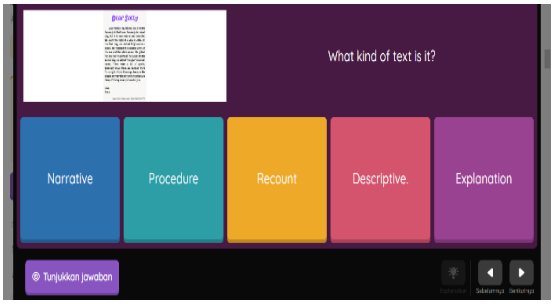

Figure 5 After Revision Based on Media Validation

The researcher changed the text slightly and in accordance with the expert suggested changing the question with less text and clearer text.

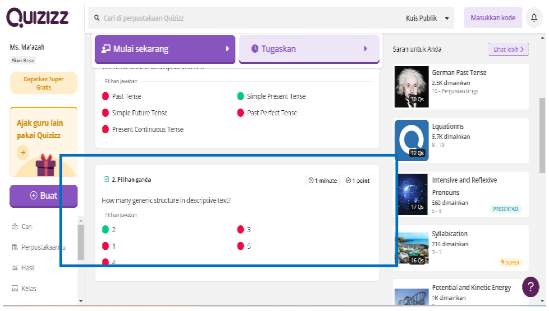

Figure 6 Before Revision Based on Material Validation

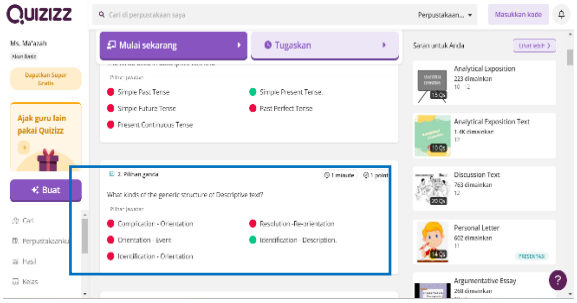

Figure 7 After Revision Based on Material Validation

The researcher revised the question to be a more specific question so that the question was easy to understand.

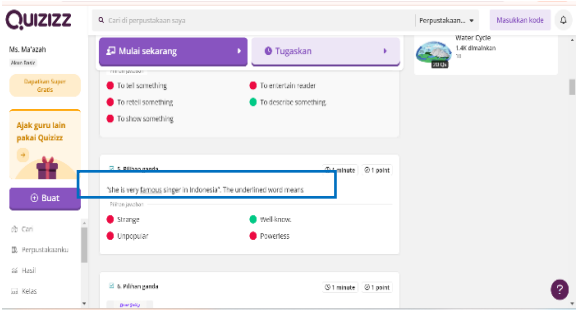

Figure 8 Question Before Revision

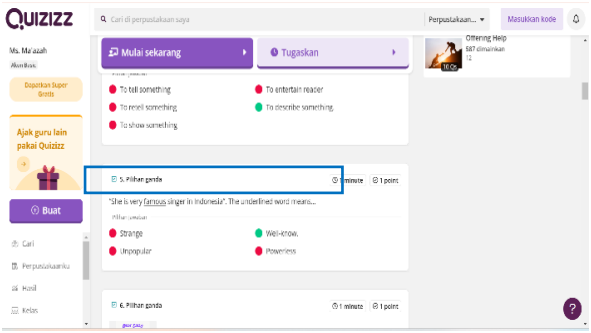

Figure 9 Question After Revision

The researcher changed the capitalized "she…" into "She..." in accordance with the expert

The Result of Implementation

In this stage, after the material made on Quizizz, was validated and revised, the next step was implementation. The researcher carried out the implementation of the product on 17 students in first grade at SMK Pendidikan Megaluh in the TKR-O (*Teknik Kendaraan Ringan Otomotif*) class. After implementation, the researcher gave questionnaires to students to find out the response to the product that the researcher improved and calculate the student's responses with Likert scale formula:

Table 9 Likert Scale Formula

$P = \frac{Score\ data\ collection}{Ideal\ score} \times 100\%$
Description: P = percentage (%) Ideal Score = The Higher Score x Respondents

The following was the result of the student's response questionnaire:

Table 10 The Result of the Student Responses Questionnaire

No	Score	Max Score	Average of Percentage	Description
1.	73	85	85,88%	The instructions in learning evaluation are very clear and easy to understand
2.	76	85	89,41%	The learning evaluation is creative and interesting
3.	75	85	88,24%	The learning evaluation is very good because it can be accessed anytime
4.	74	85	87,06%	The learning evaluation can motivate me to be really enthusiastic about learning
5.	68	85	80,00%	The color suitability of this learning evaluation varies is good
6.	75	85	88,24%	The feedback displayed on this learning evaluation is very interesting and fun
7.	70	85	82,35%	The clarity of the font type is very good
8.	69	85	81,18%	The clarity of the font size is very good
9.	69	85	81,185	Navigation buttons are very suitable and easy to use
10.	72	85	84,71%	The text images in this learning evaluation are very easy to read and understand
11.	73	85	85,88%	The question in this learning evaluation is very good to increase my knowledge about the learning material
12.	76	85	89,41%	The questions presented in the learning evaluation are very easy to understand and simple
13.	76	85	89,41%	This learning evaluation is very good in helping me understand the material provided
14.	75	85	88,24%	These learning evaluations can make me not feel bored with learning
15.	71	85	83,53%	This learning evaluation is very suitable to be applied to descriptive text material and is very good

16.	73	85	85,88%	This learning evaluation is very good for me motivated to improve my performance
1165				Sum
86%				Average

Based on the table above, the result of Quizizz is in the very good category. So, the researcher can see that students' opinions of Quizizz as an assessment provide a significant response. The student's responses were excited to play the Quizizz and motivated to learn English.

Quality of Assessments

The implementation was conducted in the first grade of TKR–O (*Teknik Kendaraan Ringan Otomotif*) with 17 students. The researcher found the result of the implementation to determine the quality of data. The researcher used validity tests, reliability tests, difficulty tests, and discriminating power tests to see the level of relevance of assessment instruments.

Validity Test

Test validity is a measuring tool that is useful to know the validity or suitability of the instrument used by the researcher to obtain data from respondents or research samples. The researcher used item-total correlation as one of the formulas used to test the validity of the data (Arikunto, 2010).

Table 11 The Validity Test Formula

$Y_{pbi} = \frac{M_p - M_i}{S_t}\sqrt{\frac{p}{q}}$
Y_{pbi} = Biserial point correlation coefficient M_p = Average scores of subjects who answered correctly for the item that validity sought M_i = Average score S_t = Standard deviation from the total score of proportions p = Proportion of students who answer correctly q = Proportion of students who answer incorrectly If the value rpbi > rt, then the question item is declared valid, but If the value rpbi < rt, then the question item is declared not valid

The following was the result of the validity test:

Table 12 The Result of the Validity Test

No. question	Score r_{count}	Score r_{tabel}	Description	Category
1.	0,219	0,482	Invalid	Low
2.	0,293	0,482	Invalid	Low
3.	0,858	0,482	Valid	Higher
4.	-0,180	0,482	Invalid	Lower
5.	0,293	0,482	Invalid	Low
6.	0,219	0,482	Invalid	Low
7.	0,328	0,482	Invalid	Low
8.	0,150	0,482	Invalid	Low
9.	-0,114	0,482	Invalid	Low
10.	0,086	0,482	Invalid	Low
11.	0,486	0,482	Valid	Fair
12.	0,578	0,482	Valid	Fair
13.	0	0,482	Invalid	Low
14.	0,839	0,482	Valid	Higher

15.	0,222	0,482	Invalid	Low
16.	-0,071	0,482	Invalid	Low
17.	0,181	0,482	Invalid	Low
18.	0,283	0,482	Invalid	Low
19.	-0,247	0,482	Valid	Low
20.	0,153	0,482	Invalid	Low
21.	0,500	0,482	Invalid	Fair
22.	-0,123	0,482	Invalid	Low
23.	0,55	0,482	Valid	Fair
24.	0,482	0,482	Invalid	Fair
25.	0,283	0,482	Invalid	Low
Number Question Invalid		1, 2, 4, 5, 6, 7, 8, 9, 10, 13, 15, 16, 17, 18, 20, 21, 22, 24, 25		19
Number Question Valid		3, 11, 12, 14, 19, 23		6
Total				25

The r_{table} value is calculated using a significant level of 0.05 or 5%. The sample of test questions was 17 students of first-grade TKR-O class at SMK Pendidikan Megaluh.

- Reliability Test

Reliability of questions related to the problem of the determination of test results. Reliability relates to the consistency of a measure. A participant completing an instrument meant to measure motivation should have approximately the same responses each time the test is completed Heale et al, (2015). The researcher used of KR-20 (Kuder-Richardson) formula in this research as follows:

Table 13 The Kuder-Richardson formula

$r_i = \left(\frac{k}{k-1}\right)\left(\frac{s_{t^2} - \sum p_i q_i}{s_{t^2}}\right)$
r_i= Overall test reliability k = The number of items in the test p_i = Proportion of learners who answered correctly q_i = Proportion of learners who answered incorrectly s_{t^2} = Varian's total score

The following was the result of the reliability test:

$$r_i = \left(\frac{k}{k-1}\right)\left(\frac{s_{t^2} - \sum p_i q_i}{s_{t^2}}\right) = \left(\frac{25}{24}\right)\left(\frac{7{,}993 - 3{,}799}{7{,}993}\right) = 0{,}547 \text{ = Medium Reliability}$$

The researcher calculated using the KR-20 formula with the "medium reliability" category, and based on this result the product was suitable for use in schools.

Difficulty Test

Difficulty test refers to how easy or difficult an item is. The difficulty index number ranges from 0,00 to 1,00 and often involves decimal points. Item 0,00 refers to a very hard that no student has answered correctly and item 1,00 refers to a very easy item that all students have answered correctly There is a difficulty test formula:

Table 14 The Difficulty Test Formula

$P = \frac{\sum B}{N}$	
P	= Difficulty index
$\sum B$	= The number of students who answer correctly
N	= Total students taking the test

The following was the result of the difficulty test:

Table 15 The Result of Difficulty Test

No. question	Difficulty Level	Category
1.	0,882	Easier
2.	0,706	Easier
3.	0,706	Easier
4.	0,882	Easier
5.	0,706	Easier
6.	0,647	Middle
7.	0,588	Middle
8.	0,941	Easier
9.	0,882	Easier
10.	0,882	Easier
11.	0,882	Easier
12.	0,647	Middle
13.	1,00	Easier
14.	0,765	Easier
15.	0,824	Easier
16.	0,765	Easier
17.	0,765	Easier
18.	0,765	Easier
19.	0,882	Easier
20.	0,882	Easier
21.	0,412	Middle
22.	0,941	Easier
23.	0,824	Easier
24.	0,706	Easier
25.	0,765	Easier
Category	Number Question	Total
Harder	-	-
Middle	6, 7, 12, 21	4
Easier	1, 2, 3, 4, 5, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25	21
Total		25

- Discriminating Power test

Discriminating power test is a question item that is not too easy and not too difficult. It is important to know how it discriminates between students at different levels in their ability. There are two kinds of discriminations, positive and negative discriminations. Positive discrimination is when students in the upper group answer correctly. Meanwhile, negative discrimination is when students in the lower group answer more correctly than the upper group. The researcher used the formula as follows:

Table 16 Discriminating Power Formula

$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$
D = The index of discriminating power BA = The number in the upper who answer the item correctly BB = The number in the lower group who answer the item correctly JA = Total number of upper groups included in the analysis JB = Total number of lower groups included in the analysis PA = Proposition of the upper group who answered correctly PB = Proposition of the upper group who answered correctly

The following was the result of the discriminating power test:

Table 17 The Result of Discriminating Power

No question	Discriminating Power	Category
1.	0,00	Low
2.	0,13	Low
3.	0,62	Good
4.	0,00	Low
5.	0,38	Moderate
6.	0,25	Moderate
7.	0,25	Moderate
8.	0,13	Low
9.	0,13	Low
10.	0,00	Low
11.	0,25	Moderate
12.	0,50	Good
13.	0,00	Low
14.	0,50	Good
15.	0,13	Low
16.	0,58	Good
17.	0,00	Low
18.	0,25	Low
19.	0,25	Low
20.	-0,13	Negative
21.	0,25	Low
22.	0,25	Low
23.	0,38	Moderate
24.	0,13	Low
25.	0,25	Low
Category	Number question	Total
Lower	19	1
Low	1, 2, 4, 8, 9, 10, 13, 15, 16, 17, 22, 24.	12

Moderate	5, 6, 7, 11, 18, 20, 21, 23, 25	9
Good	3, 12, 14	3
Better	-	0
Total		25

The discriminating power of an item was reported as a decimal fraction; the maximum positive discriminating power is indicated by an index of 1,00. It was obtained only when all students in the upper group answered correctly and no one from the lower group did zero. Zero discriminating power (,00) is obtained when an equal number of students in each group answer correctly. Negative discriminating power is obtained when more students in a lower group than in the upper group answer correctly.

Discussion

Besides, with the existence of strengths, it cannot be denied that there are weaknesses in the Quizizz application as an assessment instrument.

- Network or internet, which can be problematic at times
- Additional constraints, if students join late
- Students ranking can down, even though they have done/answered all the questions, because of the "time problem", so the speed at which students do the questions will get a large value affects their ranking.
- If the reading text has several paragraphs, the writing on the display is not very visible.

In some situations, Quizizz can be an effective solution in improving teachers' skills in assessment instruments, as well as increasing students' engagement in learning activities. Thus, in some cases, device and internet access constraints can be a serious obstacle in carrying out daily tasks that require technology, so it can be implemented to improve the technology infrastructure and stable internet connection at the location where Quizizz is used.

CONCLUSIONS

The researcher developed Quizizz for assessment instruments in English reading competence, specifically for the first grade of TKR-O class SMK Pendidikan Megaluh. Quizizz is used for assessment instruments with several strengths and ICT-Based assessment is an easy assessment in evaluating learning.

Based on the research from data analysis it can be concluded as follows: 1) the result of media validation is 4,5 (better category), 2) the result material validation is 4,4 (better category), 3) the result of student's response of product being developed is 86% (better category), 4) the result of validity test is 6 valid and 19 invalid, 5) the result of reliability is 0,547 (medium reliability), 6) the result of difficulty test is 4 middle and 21 easier, 7) the result of discriminating power is 1 lower, 12 low, 9 moderate and 3 good. The researcher concluded that Quizizz as an assessment instrument has an effect on students' understanding of their ability which means Quizizz is feasible to support assessment for English learning in reading skills.

REFERENCES

Arifin, Zainal (2013). Evaluasi Pembelajaran. Bandung PT. Remaja Rosdakarya

Arikunto, S. (2010). Dasar-Dasar Evaluasi Pendidikan. Bumi aksara

Arikunto, S. (2010) Prosedure penelitian suatu praktek. Jakarta, rineka cipta

Baroroh Ma, I., Ira Claudia, S. (2021). Developing English Digital Book for IX Grade Students of Junior High School. In APPLICATION: Applied Science in Learning Research (Vol. 1, Issue 2).

Danging, S. (2024). Benefits And Barriers On Quizizz Application as Formative Assessment Tool in Vocabulary Teaching: Students Side. Edulia: English Education, Linguistic, and Art Journal, 4(2), 2024. https://doi.org/10.31539/edulia.v4i2.8889

Mujtahidah, I., Afidah, N., Agustina, U. W., Faridha, N. (2024). Designing ELISGAM For Dyslexia Students of SLBN Jombang In EFL Classroom. Schoolar: Social and Literature Study in Education, 4(3), 264–269.

Mulatu, E., & Regassa, T. (2022). Teaching reading skills in EFL classes: Practice and procedures teachers use to help learners with low reading skills. Cogent Education, 9(1). https://doi.org/10.1080/2331186X.2022.2093493

Raja, R., & Nagasubramani, P. C. (2018). Recent Trend of Teaching Methods in Education" Organised by Sri Sai Bharath College of Education Dindigul-624710. India Journal of Applied and Advanced Research, 2018(3), 33–35. https://doi.org/10.21839/jaar.2018.v3S1.165

Sugiyono, (2012). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: CV. Alfabeta

Sugiyono, (2019). Statistika Untuk Penelitian. Bandung: CV. Alfabeta