

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of Study**

Assessment is one of the key components in the educational process that serves to measure student competency achievement and evaluate teaching effectiveness. Assessment is an important activity carried out to determine the extent to which students understand the material that has been taught. At the junior high school level, especially in eighth grade, students are in a period of transition towards abstract thinking and begin to need a more varied and enjoyable learning approach, including in terms of assessment. On the other hand, teachers are also required to develop evaluation methods that are not only effective but also capable of increasing student engagement and motivation.

The development of information technology has brought major changes to the world of education. Technology has opened up new opportunities in learning and assessment, including through the use of various interactive digital media. Technology not only serves as a learning resource but also as a tool to provide interactive, interesting, and enjoyable learning experiences. The current generation of students (Generation Z and Alpha) are digital natives who are very familiar with gadgets and games. Therefore, conventional learning approaches are often ineffective in capturing students' attention and interest in learning.

Education in Indonesia faces various challenges in line with rapid technological developments. One of the main challenges faced is the low level of

understanding and utilization of technology in the learning process by educators. Many teachers in Indonesian schools in remote areas, including SMPN 27 Bintan, have yet to explore and utilize technology in their teaching. This has an impact on the effectiveness of the learning process, which should be maximized with more interactive tools and methods.

In addition, although technology can enhance the learning experience, another problem that arises at SMPN 27 Bintan is the high level of cheating among students. This poses a challenge for teachers in providing accurate and objective assessments of student learning outcomes. Furthermore, despite efforts to create more enjoyable and challenging learning experiences, the learning style applied in this school still tends to be traditional, focusing on lectures and written assignments. This monotonous learning style is less able to stimulate students' interest and creativity, as well as reduce the effectiveness of material comprehension. Innovation is difficult to develop in schools that do not have a culture of teacher collaboration to share successes in using technology.

One innovation that can help address this issue is the use of game-based learning applications, such as Wordwall Quiz. This application allows teachers to create interactive quizzes that not only measure students' abilities but also create a fun and engaging learning experience. However, although applications such as Wordwall offer great potential for improving learning, students' perceptions of their use as an assessment tool still need to be explored further.

Theoretically, the concept of constructivism emphasizes that students construct their own knowledge through active experiences. On the other hand, behaviorism theory highlights the importance of reinforcement and immediate feedback in facilitating learning. Game-based learning media such as Wordwall serves as a bridge that combines these two theories, allowing students to actively interact with the material while receiving instant rewards and feedback. Therefore, an assessment tool that combines elements of education and entertainment is needed, a concept known as gamification.

Based on the above background, the researcher was interested in further examining students' responses and views on the use of Wordwall quizzes in the context of learning assessment. This study considers that analyzing students' perceptions of Wordwall is essential to ensure that the assessment innovation implemented is truly effective and sustainable in improving the quality of education at SMP Negeri 27 Bintan. Through this study, it is hoped that a clear picture of the advantages and disadvantages of using Wordwall can be obtained, as well as the extent to which this media can contribute to creating meaningful, enjoyable, and effective assessments.

## **1.2 Identification of Problems**

Based on the background described above, the problems in this study can be identified as follows:

1. Lack of Technology Use in Learning and Assessment: Many teachers have not utilized digital technology in the learning process, including in student assessment. This results in traditional learning that is less appealing to students.
2. Monotonous Learning Style: Teaching methods that are limited to lectures and written assignments make the learning style monotonous and unable to accommodate individual differences in learning styles. Students with different learning styles may find it difficult to follow the learning process or lose interest.
3. Lack of Student Knowledge about Technology Use: Despite the continuous development of technology, students at SMPN 27 Bintan are not yet fully familiar with the use of technology in learning and assessment. One application that is not yet widely known is the Wordwall Quiz Game, which can enhance their learning experience.
4. It is not yet known whether eighth-grade students at SMP Negeri 27 Bintan perceive the Wordwall platform as an easily accessible, operable, and navigable tool during the assessment process.
5. It is not yet clear whether students feel that Wordwall provides real benefits, such as helping them understand the material, providing instant feedback, or helping them prepare for exams.

### 1.3 Limitation of Problem

In order to focus the research so that the discussion does not become too broad and remains relevant, the researcher has set the following limitations:

1. Research subject: This study only involved eighth-grade students at SMP Negeri 27 Bintan during the current academic year. Students from other grades were not included in the study.
2. Research object: The object of this study is students' perceptions of the use of Wordwall as an assessment tool, not Wordwall as a learning tool in general.
3. Type of research: This research focuses on formative assessment, which is assessment conducted during the learning process to determine students' understanding of the material presented. Summative assessment (at the end of the semester) is not the main focus.

### 1.4 Research Question

Based on the above limitations, the research questions in this study are:  
“How do students perceive the use of Wordwall Quiz as a assessment tool for students at SMPN 27 Bintan?”

### 1.5 Objective of Study

Based on the above problem statement, the objectives of this study are to examine students' perceptions of the use of Wordwall Quiz Game as a assessment tool at SMPN 27 Bintan..

## 1.6 Significances of Study.

### 1. Theoretically

This study contributes to the development of literature on game-based learning and digital assessment tools. This study will provide insights into how interactive platforms such as Wordwall can influence students' learning experiences and their perceptions of assessment. By exploring the combination of gamification and educational assessment, this study will expand understanding in the field of educational technology.

### 2. Practically

#### a. For Teachers

Teachers can use these results to refine their teaching and assessment strategies, perhaps by integrating more engaging and interactive digital tools

#### b. For Students

Raise students' awareness of the importance of active involvement in the assessment process. In addition, the use of fun media such as Wordwall can be expected to increase student motivation to learn.

#### c. For Other Researchers

This study will provide a valuable foundation for further research on the role of digital tools in assessment. Researchers can build on these findings to explore other digital tools or expand the scope of the study to other regions or levels of education.

## 1.7 Definition of Key Terms

### 1. **Assesment**

Assessment is the process of collecting and processing information to measure student learning outcomes. In this study, assessment refers specifically to the evaluation process carried out by teachers using Wordwall, as a substitute for or supplement to conventional tests.

### 2. **Wordwall**

Wordwall is an online platform that allows educators to create interactive quizzes, games, and custom activities to assess student knowledge. The application is packaged in game formats (gamification), such as match up, rank order, and quiz show. In the context of this study, Wordwall serves as a digital tool for conducting formative assessment.

### 3. **Perception**

Perception refers to how students interpret and understand their experiences with certain tools or activities. In this study, perception relates to how students at SMP 27 Bintan view the use of Wordwall as an assessment tool in terms of its effectiveness, engagement, and overall usefulness in their learning process.