



CHAPTER I

INTRODUCTION

1.1 Background of the Study

In today's digital era, the integration of technology in education, especially in assessment, is increasingly highlighted. However, despite the proliferation of educational tools, implementing technology in schools is not always easy. For example, MAN 2 Jombang, where this research was conducted, enforces a strict school regulation that prohibits the use of smartphones during school hours. This policy is explicitly stated in the school's written rules of conduct (internal document), which simply states that students are not allowed to carry or use smartphones during teaching-learning activities. While this policy does not have a formal rule number, it is officially documented and actively enforced by the school to improve discipline, reduce distractions and maintain focus in the learning environment.

To overcome this issue, teachers are required to find alternative assessment tools that remain interactive, innovative, and engaging, namely Quizizz, in line with Purba, et al (2022) Quizizz is an educational game app that is narrative and flexible in nature. In addition to being used as a means of delivering material, Quizizz can also be used as an interesting and enjoyable learning evaluation tool that is compliant with school policies. One practical solution is the utilization of Quizizz Paper Mode, a feature of the Quizizz platform that allows students to participate in digital quizzes without using their smartphones. Instead, students respond using printed QR-based answer sheets (QR-cards), which are then scanned by the teacher through a mobile device. This method maintains the benefits of a structured and tech-based assessment while adapting to a device-limited environment.

Then, in Quizizz, there is an interesting feature called Paper Mode, which allows teachers to conduct offline quizzes using printed QR cards. Teachers scan students' answers using the Quizizz mobile app, making it suitable for schools with smartphone restrictions. In this study, Quizizz is designed in the assessment of expository texts, which is considered appropriate for fostering reading comprehension and critical thinking. Expository text is a type of writing that aims to present information, convey opinions, or explain ideas in a clear and structured way to the reader. Its main function is to clarify or provide a deeper understanding of a certain topic, and it can also serve

to persuade by presenting logical arguments. According to Gerot and Wignell (1994), this form of text is intended to explain or describe something clearly. The term *expose*, which means “to reveal, uncover, or make something known,” represents the overall purpose of this kind of writing. In conclusion, expository text functions to inform, explain, and persuade the reader through organized ideas and reasoning. Unlike narrative or descriptive texts, expository texts encourage students to understand, analyze, and evaluate factual information, making them more appropriate for assessment purposes in a high school setting.

The concept of perception plays a central role in this research. As defined by Irwanto (1994) perception is divided into two types. The first is positive perception and the second is negative perception. Positive perception is a view or understanding that is in accordance with the perceived object, thus encouraging someone to take advantage of it. In contrast, negative perception is a view or understanding that is not in accordance with the perceived object. Understanding how students perceive the use of Quizizz Paper Mode whether it motivates them, supports their learning, or presents barriers, is critical in evaluating its effectiveness as an alternative assessment tool in school regulations with smartphone restrictions for students.

Several previous studies explored students' perceptions of Quizizz Paper Mode in various contexts. Heriyawati and Elfiyanto (2023) examined junior high school students' perceptions of Quizizz Paper Mode in the EFL classroom and found that students viewed it as an engaging and confidence-building tool, although the study focused on descriptive texts. Similarly, Cahyati and Maisaroh (2023) showed that Quizizz Paper Mode increased student engagement and comprehension in elementary school mathematics classes. These studies highlighted both the successes and the technical challenges encountered during the implementation of Paper Mode.

Although these studies provide valuable insights, there are still gaps that justify this research. First, few studies have specifically focused on high school students in the context of learning English using expository texts. Secondly, existing research tends to emphasize the potential of the medium itself, rather than exploring students' perceptions in depth. Lastly, existing research has not specifically emphasized the use of media based on how Paper Mode adapts to an environment where the use of smart phones is restricted, such as at MAN 2 Jombang. Therefore, this study sought to explore grade 10 students' perceptions regarding the application of Paper Mode for expository text assessment. The findings are expected to provide insights into how students respond to this alternative tool and its impact on their engagement, focus, and



learning experience-especially in a school environment that restricts the use of digital devices.

1.2 Research Questions

1. How is Paper Mode on the Quizizz platform implemented for expository text assessments by 10th-grade senior high school students?
2. What are 10th-grade students' perceptions of using the Paper Mode feature in Quizizz for expository text assessments?

1.3 Research Objectives

1. To describe how Paper Mode Quizizz is implemented for Expository Text assessments.
2. To explore the perceptions of 10th-grade students regarding the use of Paper Mode Quizizz for Expository Text assessments.

1.4 Significance

In this research, the researcher hopes that this research is helpful and valuable, both theoretical and practical towards learning in the classroom.

1. Theoretical

Theoretically, this research expands the literature related to the use of technology in learning evaluation. Specifically in this case, the Paper Mode feature of Quizizz. By identifying the application of technology which can develop concepts regarding flexible evaluation processes, especially in situations where there is a limited policy of bringing smartphones to school. Not only that, this research expands the understanding of students' perceptions regarding the use of technology such as Quizizz's Paper Mode feature in the context of learning evaluation in the Expository Text material.

2. Practical

1) For Students

The researcher's hope for students is that it can be useful to reduce concerns in evaluation, encourage better understanding, and make students feel adapted to technological advances despite being limited by policies.

2) For Teacher



The researcher's hope for students is that it can provide a good view of the functionality in learning evaluation using Quizizz technology, and can provide a forum for faster feedback regarding students' understanding of learning materials.

3) For further researchers

The researcher's hope for other researchers is to be able to provide an understanding of students' perceptions of the use of paper mode and its implementation in the learning context.

1.5 Scope and Limitation

This study focuses on students' perceptions of the implementation of Quizizz Paper Mode as an evaluation tool for expository text material in the Grade X-C English class.

This research was conducted only in one class at MAN 2 Jombang, involving 27 tenth-grade students. Therefore, the findings may not be generalized to other schools or broader contexts. In addition, the use of a qualitative study case approach limits the results to in-depth exploration.

1.6 Definition of Key Terms

1. Students' Perception

According to Walgito (2002) perception is a further process after a sense, in which the individual receives a stimulus through sensory organs such as eyes, ears, skin, etc. This stimulus does not stop at the sensory process, but is processed further in the mind to form a perception. This stimulus does not stop at the sensory process, but is processed further in the mind to form a perception. This means that perception cannot be separated from sense making and both are related processes. The stimulus in perception mostly comes from outside the individual, and is generally captured through the sense of sight. Therefore, visual perception is an important part of many studies. However, perception is also individual and subjective, as it is influenced by various internal factors such as feelings, experience, thinking ability, and background of each individual. After that, perceptions can be classified based on how individuals respond to the stimuli they receive.

According to Irwanto (1994) that perception is divided into two types. The first is positive perception and the second is negative perception. Positive perception is a view or understanding that is in accordance with the perceived object, thus encouraging someone to take advantage of it. In contrast, negative perception is a view



or understanding that is not in accordance with the perceived object. This is important because it is to know the reaction to something. So, in essence, student perception is a reaction from students to something that is captured through a sense.

2. Paper Mode Quizizz

Based on Purba, et al (2022) Quizizz is an educational game app that is narrative and flexible in nature. In addition to being used as a means of delivering material, Quizizz can also be used as an interesting and enjoyable learning evaluation tool. Then, Quizizz paper mode is one way of playing offline together with students using paper as the main media. Quizizz Paper Mode facilitates between students and teachers to interact through questions and answers which are displayed on the screen and completed by students using paper. Related to this, the method of this feature is by lifting the paper and the teacher scans using a smartphone to collect student responses using the paper mode.

3. Expository Text Assessments

Expository text is a type of writing that aims to present information, convey opinions, or explain ideas in a clear and structured way to the reader. Its main function is to clarify or provide a deeper understanding of a certain topic, and it can also serve to persuade by presenting logical arguments. According to Gerot and Wignell (1994), this form of text is intended to explain or describe something clearly. The term *expose*, which means “to reveal, uncover, or make something known,” represents the overall purpose of this kind of writing. In conclusion, expository text functions to inform, explain, and persuade the reader through organized ideas and reasoning. Unlike narrative or descriptive texts, expository texts require students to analyze factual content, which aligns well with the objectives of assessment based learning in high school English contexts.

