

CHAPTER II

LITERATURE REVIEW

2.1 Basic Concept of 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. Therefore, it can be concluded that both positive and negative perceptions will always have an influence on a person's behavior. The occurrence of these perceptions depends on how the individual interprets and forms his understanding of the observed object.

2.2 Basic Concept of Assessment

2.2.1 Definition of Assessment

According to Balagtas, et al (2020) assessment is generally a process to collect data in the form of letters and numbers with the aim of making decisions. Meanwhile, assessment in learning is defined as a step in collecting, analyzing, and reflecting on evidence of student learning in a structured and directed manner to make decisions that are appropriate to the learning context.



This is supported by Stufflebeam and Coryn (2014) say that evaluation isn't just about achieving goals, but also about the process, structure, and learning experiences that happen along the way. It's also pointed out how important it is to tailor evaluation to the reality of the situation so that the results are meaningful and not just quantitative or based on formal goals.

2.2.2 Types of Assessment and Models for Learning

Stating from Qodir (2017) there are (4) different types of assessments, which consist of: (1) Formative Assessment. Formative assessment is a type of assessment that aims to find students' areas of learning weakness so that outcomes for learning can be improved and to monitor a student's motion in learning over the process by giving feedback to improve the ongoing program. (2) Summative Assessment. A summative assessment is one that is conducted after all of the studied material has experienced a few learning processes and proves comprehensive. The use of learning outcomes to decide on marks for the report card is the aim. (3) Assessment of Placement. Assessments also called assessment of placement indicate if a person or student movement and their abilities are necessary to participate in a learning program. Assessing student preparation for the assessment is another objective for this. (4) Diagnostic Assessment. A diagnostic and marker for the students to detect students' struggles and examine the knowledge necessary for further study.

Referring to Maemonah (2018), she stated that the assessment models are divided into two, including: (1) Authentic Assessment. Presentations, projects, portfolios, and observations are each aspect of the performance-oriented, authentic assessment process. It aims to characterize and assess students' actual skills, both individually and as a group. (2) Classroom-based Assessment. Assessment in the classroom that focuses on the steps for gathering and reporting data from student learning outcomes with reputable, detailed, and long-term proof.

In line with that, Quizizz serves as both an interactive learning platform and a digital-based assessment tool. It bridges the function of media and evaluation by combining engaging visual elements with structured assessment features. Through features like Paper Mode, Quizizz allows students to participate in assessments even without using personal devices, making it suitable for environments with technological restrictions. Its format supports both formative and summative assessments by providing immediate feedback, tracking student progress, and facilitating teachers in evaluating student understanding in a fun and motivating way. Thus, Quizizz functions not only as a learning medium but also as a practical tool for classroom-based and authentic assessments.



2.3 Basic Concept of Learning Media

According to Shoffa (2023) The word “media” comes from the Latin “medius” which means “intermediary”. In essence, media plays an important function in communication by acting as a bridge for messages to be transferred from the sender to the receiver. In essence, media plays an important function in communication by acting as a bridge for messages to be transferred from sender to receiver. Media is an intermediary tool in conveying messages from sender to receiver, with the aim of encouraging student learning motivation. In this era, those familiar with various media such as newspapers, television, cell phones, social media, and the Internet. These media take on the role of channeling and mediating messages from the sender to the receiver. From that explanation, it is supported by Gagne, et al (1992) that motion pictures, slide presentations, video tapes, and TV tapes are examples which also acts as an appropriate tool. This is the reason that this type of media describes a real situation so that students can learn and most importantly the delivery of messages from these media tools is well conveyed to students.

2.4 Quizizz and Paper Mode

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, according to Wayground Inc. (2024) 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.

Paper mode is implemented using paper media containing barcodes, so that students who are not fully tech-aware can feel the benefits of learning with the help of this feature. Before implementing Paper Mode in the classroom, several technical preparations are required. Before using the Paper Mode feature in Quizizz, there are several technical steps that must be taken from Wayground Inc. (2024) first, users can create a new quiz via a computer or select an existing quiz, as long as it is in multiple-choice format. Quizizz also provides access to over 30 million activities through its library, and once the quiz has been selected or created, users simply need to enable the “Paper Mode” option. Once the Paper Mode feature is activated, users can print a PDF containing unique answer cards (QR-Cards) that students will use to answer the questions. These cards can be reused for other quizzes. During the quiz,





questions are displayed on a computer screen or projector so that all students can see them clearly. Students then answer by raising the QR-Card corresponding to their answer. After all students have responded, the user opens the Quizizz app on their mobile device and selects the “Paper Mode” option to scan all QR-Cards at once. Finally, after scanning is complete, the user can press the “Submit” button to automatically record all student answers. The results can be analyzed immediately through the available reporting features, either after each question or at the end of the quiz as a whole.

Quizizz Paper Mode is an interactive quiz implemented offline, where students answer questions using QR Cards that have been prepared by the teacher. Then, the teacher scans the students' answers using the Quizizz account on the smartphone and directs the camera to capture the answers from the students using the QR Cards. With the Paper Mode feature, interactive quizzes designed can be supplemented with video, audio, or images, creating an exciting, interesting, and fun learning atmosphere. In addition, Quizizz can be implemented on a variety of subjects. Quizizz can be conceived as a digital evaluation platform that not only offers interactive quizzes, but is also able to adapt to the various needs of the learning environment. Compared to other digital quiz media, Quizizz has advantages in its attractive appearance, easy procedure, and easily accessible features. One of its leading features, Paper Mode, is a good solution for schools that limit the use of digital devices by students. With a mechanism in the form of QR Card scanning, the evaluation process can still be done digitally without directly involving student devices. This makes Quizizz relevant in a learning environment that emphasizes discipline, limited devices, but still wants a fun and efficient learning atmosphere.

2.5 Expository Text

The reason for choosing expository text in this study is because it presents information, explains ideas, and persuades readers through logical and structured arguments, making it suitable for developing students' critical thinking and communication skills. 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.

2.6 Previous Studies

There were several previous studies related to this research. First, a study was conducted by Heriyawati and Elfiyanto (2023) entitled *"Quizizz Paper Mode is New: Students' Perception of Using E-Tool of Language Assessment in EFL Class."* This study discussed students' perceptions of using Quizizz Paper Mode as a language assessment tool in English as a Foreign Language (EFL) classes. The researchers used a qualitative approach. The research subjects were 7th-grade students at an Islamic junior high school in Malang, East Java, Indonesia. Data were collected through interviews consisting of 12 questions, which explored students' opinions about Quizizz Paper Mode as a language learning tool, including its benefits and challenges. The learning material used in the study was descriptive text.

The second previous research was conducted by Cahyati and Maisaroh (2023) and is entitled *"Utilization of the Paper Mode Quizizz Game in Mathematics Learning at Elementary School."* This study discussed the use of Quizizz Paper Mode in mathematics learning at the elementary level. The researchers employed a qualitative method with a case study approach. Various research instruments were used, including classroom observations, interviews with teachers and students, and document analysis. The research subjects were 27 sixth-grade students at SDN 1 Donotirto. Based on the data obtained, the results showed: (1) The use of Quizizz Paper Mode increased students' interest in learning mathematics; (2) It improved students' understanding of difficult mathematical concepts, as students were able to actively practice, collaborate, and receive immediate feedback through the tool; (3) The integration of educational technology helped make the mathematics learning process more interactive. Overall, this study demonstrated that Quizizz Paper Mode contributed positively to students' interest and engagement in learning mathematics.

The last previous research was conducted by Tamaliani (2024) with the title *"Persepsi Pendidik dan Peserta Didik Terhadap Media 'Quizizz Mode Kertas' pada Pembelajaran Apresiasi Puisi."* This study aimed to describe students' perceptions of the use of Quizizz Paper Mode media in learning poetry appreciation in Indonesian language subjects. The research method used a mix-method with a sequential transformative strategy model by distributing initial and final tests, followed by descriptive qualitative analysis. This study used various research instruments including interviews, observations, and tests. Based on the





research results, it was revealed that the perceptions of teachers and students were not much different, both positive and negative. Positive perceptions from teachers showed that Paper Mode could be implemented in the classroom. However, the negative perception was that Paper Mode faced many obstacles during practice. Likewise, students expressed positive perceptions in terms of enjoyment, convenience, attention, and participation. Their negative perceptions were similar to those of the teachers, mainly related to the way Paper Mode worked, which was considered less convenient due to several obstacles. To measure the effectiveness of Quizizz Paper Mode, the researcher collected data through an initial test (before using Quizizz Paper Mode) and a final test (after using Quizizz Paper Mode), measured by the N-Gain test to determine the level of effectiveness. The initial test result was 60.5 and the final test was 81.5, resulting in an N-Gain score of 56.17, which indicated that it was "quite effective."

From the previous studies, several gaps were identified, which this research aimed to address through a study entitled "*Students' Perception of Quizizz Paper Mode for Expository Text Assessment: A Qualitative Study in Grade 10 High School.*" One of the identified gaps was the lack of discussion regarding schools that implemented policies prohibiting the use of smartphones, a topic rarely explored in earlier research. In addition, previous studies had not specifically focused on the high school level in examining the use of Quizizz Paper Mode. This study also differed by placing primary emphasis on students' perceptions and experiences in using the Paper Mode feature, rather than evaluating the potential of the assessment itself. Furthermore, it highlighted the use of Quizizz Paper Mode in English language assessment, specifically for expository text materials, which was an aspect that had not been widely explored in the existing literature.