

USING ED-PUZZLE IN ONLINE FORMATIVE ASSESSMENT TO STIMULATE STUDENTS' ACTIVE PARTICIPATION IN LEARNING GRAMMAR

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ABSTRACT

This study has the purpose to explore the implementation of online formative assessment to stimulate students' active participation in learning grammar using Ed-Puzzle and to investigate the students' perception of the implementation of online formative assessment through Ed-Puzzle. The research participant consisted of ten students in the second grade and an English teacher at a senior high school in Tasikmalaya. This study employed the qualitative case study because its data were analyzed in the form of sentences. The data were gathered using online observation, semi-structured interviews, and a close-ended questionnaire. To analyze the data, the researcher used coding, transcribing, and summarizing the data. The result from classroom observation showed that the teacher used nine steps when implementing online formative assessment to stimulate students' active participation in learning grammar using Ed-puzzle. Based on the result of the interview concluded that using Ed-puzzle in online formative assessment is quite effective. As the result of the assessment process, several students gained scores under *KKM* when assessed using technology because timing is very short, and the signal is sometimes too slow. However, the teacher felt easier to implement the online formative assessment using Ed-puzzle. Students' perceptions of using Ed-puzzle in implementing online formative assessment students felt fully engaged, and they like learning using digital formative assessment because they are getting more focused and more responsible for their learning. They were a bit disappointed when they get the incorrect answer and were so happy when they get the correct answer. Students' active participation was shown in their engagement aspects behavioral, emotional, and psychological.

Keywords: *online formative assessment ;active participation; learning grammar.*

INTRODUCTION

In the process of teaching and learning, the teacher ought not only to give the material and make students understand, but they are also likely to do one of the important things that should not be forgotten is the test or assessment process. According to Cosi et al., (2020), "Traditionally, assessment has been used to obtain

information about students' learning outcomes" (p. 165). It is supported by Luh & Dian (2019) who stated, "Assessment has the purpose of knowing the progress of the students in acquiring the learning materials" (p. 141).

Formative assessment is also known as assessment for learning where the result of the assessment should correspond to an action taken based on future improvements (Bennett, 2011, p. 15). Today, the development of information and technology can have an interactive formative assessment through online platforms. One of which is Ed-Puzzle. Richard & Rodgers (2014) state that teachers can meet students' interests and needs with interesting and meaningful content.

This research is relevant to the previous research conducted by Luh & Dian, (2019). This research explored the use of the available technology to lead lecturers to implement formative assessment more interactively. The result showed that formative assessment through Kahoot positively brainstorms the students. They were more willing to finish and master the material. At the same time, it motivated them to perform better.

The previous research only focused on the online formative assessment in the classroom. Meanwhile, students' active participation in online formative assessment in the online learning process has not yet been reported using the Kahoot application. To fill the gap, the present research discussed the implementation of online formative assessment to stimulate students' active participation in the online teaching and learning process using another application. The researcher thought that the students do not like the online learning process during this pandemic situation, because it makes students feel annoyed and less motivated. For that reason, students need a variety in the online learning and assessment process to increase their motivation and participation in the online classroom. So, the researcher chose the Ed-puzzle application to do an online formative assessment, because the use of this application was not known to stimulate students' active participation in the online learning process.

Furthermore, the researcher is interested in conducting the research entitled "Using Ed-Puzzle in Online Formative Assessment to Stimulate Students' Active Participation in Learning Grammar". This research has two research questions, first

“How does the teacher implement an online formative assessment to stimulate students’ active participation in learning grammar using Ed-Puzzle?” and second “How do the students perceive online formative assessment through Ed-Puzzle to stimulate their active participation in learning grammar?” This research has the purpose to explore the implementation of online formative assessment to stimulate students’ active participation in learning grammar using Ed-Puzzle and to investigate the students’ perception towards implementation of online formative assessment through Ed-Puzzle.

According to Sharma & Madeshia (2020) “Formative assessment is defined as Training evaluation which was clear intonation in test circles instead of summative & learning assessment, however, the main focus altered” Formative assessment is usually given directly after a chunk of instruction. The feedback of formative assessment is often direct that aims at checking the student’s understanding of that specific material.

The second term is active participation. According to Kang (2018) “active participation is the active involvement of members with online communities generated from the motivation to interact and cooperate with other members who are on in the community”. Active participation occurs in the constant and immediate engagement of the minds of all the learners with the lesson content. Certain participation increases the rate and degree of learning.

The third term is described as a meaning-making resource made up of lexico-grammatical form, meaning, and use constructions that are appropriate to the context and that operate at the word, phrase, sentence, and textual levels.” (Freeman & Celce-Murcia, 2016, p. 1). In general, grammar is the study of the rules about how words change their form and combine with other words to state meaning.

The last key term is Ed-Puzzle. “Ed-Puzzle is a platform or a media which can be accessed by all the teachers to make interesting and interactive video lessons and materials from any sources of learning video.” (Amaliah, 2020, p. 37). Ed-Puzzle leads teachers to create interactive video lessons easily for students. Using Ed-Puzzle, teachers easily create interactive video lessons for students. Teachers can monitor students' progress using hassle-free analytical the teacher design. Any

videos can be created as lessons by choosing a video, giving it certain analytical questions to make a formative assessment, and perceiving students' completeness accountability. Teachers can check if their students are watching the video that the teacher designed previously, and how many times they're watching each section the and teacher realize if their students understand the content. It is compatible for students to access using thrown android, even the teacher must design it previously using a laptop and share the link to Google Classroom.

METHOD

This study employed the qualitative case study method because the data analysis was in the form of sentences. Fraenkel, Wallen & Hellen (2012) stated that the “Qualitative approach is considered as complex rich data focusing on meaning, understanding, interpretation, and explanatory” (p. 425). The research participant consisted of ten students in grade two and an English teacher at a senior high school in Tasikmalaya. This study collected the data using online observation, semi-structured interviews, and a close-ended questionnaire. The data analysis of the study from online observation is coding and summarizing, then to analyze the data from an interview the researcher transcribed the important point, translated it into English, classified the data, analyzed the data-interpreted the data, and drew the conclusion. Percentage on the computer is used to analyze the data taken from the questionnaire.

FINDINGS

The data are collected from the results of the observation, questionnaires, and interviews. The researcher discusses whether the students have positive or negative perceptions of online formative assessment using Ed-puzzle in learning grammar.

In the summary, the results of the observation had been analyzed and correlated with the results of the interview from the first to the tenth questions answering the first research question. The findings showed that several steps can be used by the teacher to implement an online formative assessment to stimulate

students' active participation in learning grammar using Ed-puzzle. In the classroom, observation showed that when the teacher implements an online formative assessment using Ed-puzzle that the students gave good responses.

Relating to the activity aforementioned, the researcher found that the teacher implemented nine steps of implementing online formative assessment using Ed-puzzle. First, the teacher prepares for doing the learning and assessment process. Second, the teacher explains how to use the Ed-puzzle Application. Third, the teacher sends a link about video materials from Ed-puzzle to students via Google classroom. Forth, students begin to take part in the learning and assessment process through Ed-Puzzle, and the teacher checks students' who joined the Ed-puzzle to watch the video material. Seventh, the teacher makes sure that the students think about the time in watching and answering the question. Eighth, the teacher shows the result to students, so the students can know the correct answer for each question. The teacher instructs students to give feedback on Google Classroom after students finish watching the video materials on Ed-puzzle. The last, the teacher downloads the result of the assessment on the Ed-puzzle platform, and the teacher gives another assignment to the student who has minimum completeness criteria (*KKM*).

Most students enjoyed digital formative assessment because they are getting more focused and more responsible for their learning. It can be seen that the implementation of online formative assessment using the Ed-Puzzle platform in online the learning process was successful to make the students have more attention and participate in learning. The important role in online formative assessment is the teacher while students just follow the teacher's instruction. It is in line with Cosi et al., (2020) that in the assessment process the teacher is an important role to create an interactive assessment process using this application because the teacher controlled the assessment or is the center of the assessment process". Furthermore, the formative assessment made the function of smartphones positively and engaging. Through this platform, it is hoped that students can combine assessment as a learning tool and further create them to be long-term learners.

The result of the close-ended questionnaire elaborated that most students enjoyed learning using online formative assessment using Ed-puzzle in grammar

class. Meanwhile, these results from the student's perception of implementing online formative assessment using Ed-puzzle to stimulate their active participation in the online learning process. It means that most students in English class said to agree that using Ed-puzzle can help to assess material mastery in the online learning process. Of 10 respondents, all strongly agree that Ed-puzzle is a platform to support the formative assessment. So, it makes the teacher felt easier to implement online formative assessments using Ed-puzzle. Most of them claimed that the Ed-puzzle quiz made them stay alert and not bored during the teaching and learning process. Thus, students thought that the Ed-puzzle quiz help them review their mastery of the materials explained. Students' active participation was reflected in their engagement aspects namely behavioral, emotional, and psychological.

DISCUSSION

The finding is supported by Luh & Dian, (2019) that found that digital formative assessment positively impacted motivation and achievement. Furthermore, many other digital platforms have similar functions as Ed-puzzle. This form of formative assessment generates the positive use of smartphones engagingly. This platform is expected that students can combine assessment as a learning tool and further create them to be long-term learners. Furthermore, the teacher found some difficulty in implementing online formative assessment. Because some students have a bad internet connection while the students watch the video material in Ed-puzzle, it means that the teacher has to encourage the students to find out a good connection before they join the online classroom.

The finding supported by Aula, (2020) found that the Ed-Puzzle platform in the learning process was successful to make the students have more focus on the teacher's explanation. Students are easier to understand the materials and enjoy the learning process from the beginning to the end. On the other hand, it also makes it for the teacher easy to deliver the materials with a funny situation to stimulate students' active participation in the online learning process.

CONCLUSION

In this case, the researcher would like to put forward three conclusions to answer the research questions. Firstly, the conclusion revealed that the teacher used nine steps in implementing online formative assessment using Ed-puzzle in the online learning process. Secondly, the result concluded that using Ed-puzzle in online formative assessment is powerful or quite effective. As the result of the assessment process, several students gain scores under *KKM* when assessed using technology because of lack of time and the slow internet. However, Ed-puzzle makes the teacher felt easier to implement the online formative assessment. Most students enjoyed digital formative assessment. They turned out to be more focused and more responsible for their learning.

Thirdly, the result of the students' perceptions of the implementation of online formative assessment using Ed-puzzle the students felt fully engaged. Students' active participation can be seen shown in their engagement aspects behavioral, emotional, and psychological. Additionally, the formative assessment made use of smartphones positively and engagingly. Through this platform, it is expected that students can integrate assessment as a learning tool and further create them to be lifelong learners.

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