

ABSTRACT

USING *QUIZZIZ* AS A TOOL FOR ONLINE FORMATIVE ASSESSMENT IN STUDENTS' READING COMPREHENSION IN THE SECOND GRADE OF JUNIOR HIGH SCHOOL

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Using online applications as the media can improve students' engagement in doing the assessment administered by the teacher. This study investigated the effect of using *Quizziz* as a tool for online formative assessment in students' reading comprehension scores and analyzed students' perception of *Quizziz* as an online formative assessment tool in reading comprehension. This research was conducted in a Control Group Pretest-Post-test design. The data were obtained from pre-test, post-test and questionnaire. The researcher used a Paired Samples T-test to see if there were significant improvements in students' reading comprehension scores in the experimental and control class after getting the treatments. The t-values are 5.959 (pair 1) and 2.314 (pair 2) at the significant level of 0.000 (pair 1) and 0.030 (pair 2). The T-test shows significant improvements in students' reading comprehension scores in experimental and control classes. However, the improvement in the experimental class is more significant than in the control class. Furthermore, the researcher used an Independent Samples T-test to see the differences in students' reading comprehension improvements between the classes. The t-value is 2.213 at the significant level of 0.032. The result shows that using *Quizziz* for assessment is practical for teachers and students, and innovative features in *Quizziz* provide students with a new exciting way of doing either exercise or assessment. There is a significant effect of using *Quizziz* as a tool for online formative assessment in students' reading comprehension scores, and students have an affirmative perception of *Quizziz* as an online formative assessment tool in reading comprehension.

Keywords: *formative assessment, online application, quizziz, reading comprehension, perception.*