KH. MUKHTAR SYAFAAT UNIVERSITY

THE EFFECTIVENESS OF USING WAYGROUND AS A FORMATIVE ASSESSMENT TOOL IN TEACHING WRITING OF RECOUNT TEXT

AT SMA NEGERI 1 PESANGGARAN

THESIS

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UNIVERSITAS KH MUKHTAR SYAFAAT
(UIMSYA)
BLOKAGUNG BANYUWANGI
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MOTTO AND DEDICATION

MOTTO

"Pengalaman Adalah guru terbaik Dan menjadi diri sendiri adalah pilihan terbaik ***- Love Yourself"***

DEDICATION

"Praise and gratitude be to Allah for granting ease and smooth progress in the completion of this research, so that it may bring benefit to both the researcher and the readers"

"I dedicate this thesis to my beloved parents, who have always offered their prayers, love, support, and boundless sacrifice. Thank you for all your hard work and the trust you have placed in me all this time."

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Myself, for having strived, persevered, and never given up until I was able to complete this journey.

All my friends, close friends, and colleagues, who have offered their prayers, support, encouragement, and assistance, both directly and indirectly.

DECLARATION OF AUTHENTICITY OF THESIS

Bismillahirrohmanirrohim

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Declare that:

I, the undersigned, hereby declare that this thesis is my own original work. All content, data, and opinions derived from the works of others have been cited and their sources acknowledged in accordance with applicable academic writing standards.
Should it be proven at a later date that there is any element of plagiarism or a violation of this declaration, I am willing to accept all consequences in accordance with applicable regulations.
I hereby make this statement truthfully and with full responsibility.

Banyuwangi, 20 Juni 2026

Declator,





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ABSTRAK

Anggita.Reviana. 2026. *Efektivitas Penggunaan Wayground sebagai Alat Asesmen Formatif dalam Pengajaran Menulis Teks Recount di SMA Negeri 1 Pesanggaran*. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas KH. Mukhtar Syafaat. Dosen Pembimbing: Moh. Mahmud, M.Pd.

Kata Kunci: Wayground , asesmen formatif, kemampuan menulis, teks recount, pembelajaran bahasa Inggris.

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Wayground sebagai alat asesmen formatif dalam pembelajaran menulis teks recount di SMA Negeri 1 Pesanggaran. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi eksperimen (*non-equivalent control group design*). Sampel penelitian terdiri atas dua kelas, yaitu kelas eksperimen dan kelas kontrol yang dipilih menggunakan teknik *purposive sampling*. Kelas eksperimen menggunakan Wayground sebagai alat asesmen formatif, sedangkan kelas kontrol menggunakan metode asesmen konvensional. Data dikumpulkan melalui *pre-test* dan *post-test* menulis serta dianalisis menggunakan statistik deskriptif, uji normalitas, uji homogenitas, dan uji *Independent Samples t-test*.

Hasil penelitian menunjukkan bahwa instrumen penelitian valid dan reliabel dengan nilai Cronbach's Alpha sebesar 0,833. Hasil uji homogenitas menunjukkan nilai signifikansi 0,796 (> 0,05). Selain itu, hasil uji *Independent Samples t-test* menunjukkan nilai signifikansi sebesar 0,000 (< 0,05) dengan *mean difference* sebesar 9,606. Temuan ini menunjukkan bahwa terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol. Siswa yang menggunakan Wayground memperoleh hasil menulis yang lebih baik dibandingkan siswa yang menggunakan asesmen konvensional.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa penggunaan Wayground sebagai alat asesmen formatif efektif dalam meningkatkan kemampuan menulis teks recount siswa di SMA Negeri 1 Pesanggaran.

ABSTRACT

Anggita Reviana. 2026. *The Effectiveness of Using Wayground as a Formative Assessment Tool in Teaching Recount Text Writing at Pesanggaran State High School 1. Thesis, English Language Education Program, Faculty of Tarbiyah and Teacher Education, KH. Mukhtar Syafaat University. Advisor: Moh. Mahmud, M.Pd.*

***Keywords**: Wayground, formative assessment, writing skills, recount text, English language learning.*

This study aims to determine the effectiveness of using Wayground as a formative assessment tool in teaching students to write recount texts at Pesanggaran State High School 1. This study employed a quantitative approach with a quasi-experimental design (non-equivalent control group design). The research sample consisted of two classes—an experimental class and a control class—selected using purposive sampling. The experimental class used Wayground as a formative assessment tool, while the control class used conventional assessment methods. Data were collected through pre-tests and post-tests on writing and analysed using descriptive statistics, normality tests, homogeneity tests, and an independent samples t-test.

The results of the study indicate that the research instrument is valid and reliable, with a Cronbach's Alpha value of 0.833. The results of the homogeneity test showed a significance value of 0.796 (> 0.05). Additionally, the results of the independent samples t-test showed a significance value of 0.000 (< 0.05) with a mean difference of 9.606. These findings indicate that there is a significant difference between the experimental class and the control class. Students who used Wayground achieved better writing results than those who used conventional assessments.

Based on the research results, it can be concluded that the use of Wayground as a formative assessment tool is effective in improving students' recount writing skills at SMA Negeri 1 Pesanggaran.

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The author hopes that this paper can be beneficial, add to readers' knowledge, and serve as learning material. With all its limitations, the author realizes that this paper is far from perfect. Therefore, the author sincerely welcomes constructive criticism and suggestions for improvement and refinement in the future.

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Banyuwangi, 10 July 2026

Anggita Reviana

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CHAPTER I
INTRODUCTION

1.1 Research Background

Writing is one of the important language skills in learning English. Among the four language skills, namely listening, speaking, reading, and writing, writing is often considered the complex skill. This is because writing not only requires students to express their ideas, but also requires them to organize their ideas systematically and use the correct language structure. (Mayekti et al., 2022) states that writing is not just about producing words and sentences, but also about organizing ideas coherently so that the message can be conveyed clearly to the reader. Therefore, writing instruction plays an important role in improving students' communicative competence in English language learning.

In English language learning at the high school level, students are required to master various types of texts in accordance with the applicable curriculum, one of which is the recount text. A recount text is a type of text that aims to retell experiences or events that have occurred chronologically. (Collart & Su, 2022) explain that recount texts focus on reconstructing past events using past tense sentences and time markers. However, in reality, many students still have difficulty writing recount texts. These difficulties include a lack of ability to organize events in a coherent manner, inappropriate use of grammar, and limitations in developing ideas. This condition shows that learning to write recount texts requires appropriate learning strategies and effective assessment methods to help improve students' abilities.

Assessment is an important component in the learning process because it serves to determine students' level of understanding and learning achievement. One type of assessment that is currently being developed in the world of education is formative assessment. Formative assessment is an activity carried out by teachers and students to obtain feedback that can be used to improve the learning process (Cañadas, 2023). Unlike summative assessment, which is conducted at the

end of the learning process to measure learning outcomes, formative assessment focuses on monitoring student learning progress during the learning process. Through formative assessment, teachers can identify the difficulties experienced by students and provide direct feedback to improve their writing skills.

With the development of technology, the use of digital media in learning has increased. Technology provides various conveniences for teachers in creating interactive and engaging learning experiences. One digital platform that can be used in the learning assessment process is Wayground. Wayground is a game-based learning platform that allows teachers to create interactive quizzes and assessments. Previous studies State that Wayground can increase student motivation and engagement in learning because it incorporates game elements such as scoring, rankings, and immediate feedback (Universidad Nacional de San Agustín de Arequipa, Peru & Maraza-Quispe, 2024).

The use of Wayground as a formative assessment tool has several advantages in language learning, especially in writing. First, Wayground provides immediate feedback that can help students identify their mistakes. (Ajogbeje, 2023) emphasize that rapid feedback is essential to help students manage their learning process and improve learning outcomes. Through Wayground, students can immediately assess their level of understanding so that they can correct mistakes in their writing skills.

Second, the use of Wayground can increase student motivation to learn. Conventional assessment methods often make students feel bored or stressed, which can affect their learning outcomes. In contrast, the use of game-based platforms such as Wayground can create a more enjoyable learning atmosphere. (Nadeem et al., 2023) state that the application of game elements in learning can increase student engagement through rewards, competition, and interactive learning experiences. With increased student engagement, it is hoped that students' writing skills will also improve.

In addition, Wayground also makes it easier for teachers to monitor student learning progress. This platform provides automatic reports on student learning outcomes so that teachers can analyse student abilities more efficiently. The use of digital-based assessment tools can help teachers collect and analyse learning data more accurately (Nurhayati et al., 2024). Thus, the use of Wayground as a formative assessment tool can help teachers design more effective learning strategies to improve students' writing skills.

Although Wayground has various advantages, its application in writing instruction, particularly in recount text writing, still needs further research. Writing is a complex skill because it involves various aspects, such as content, text organization, grammar, vocabulary, and writing mechanics. Therefore, it is important to determine the extent to which the use of Wayground can help improve students' ability to write recount texts. Previous studies have shown that the use of digital learning media can increase student motivation and learning outcomes, but research specifically discussing the use of Wayground in teaching recount text writing at the high school level is still limited.

SMA Negeri 1 Pesanggaran is one of the schools that implements English language learning in accordance with the national curriculum. Based on initial observations, students at this school still have difficulty writing recount texts. Students often have trouble developing ideas, make grammatical errors, and lack confidence in their writing. In addition, the assessment methods used tend to be conventional, so they do not provide optimal feedback to help students improve their writing skills. Therefore, the implementation of digital-based formative assessment tools such as Wayground is expected to provide a more engaging and effective learning experience for students.

Based on the above description, this study aims to determine the effectiveness of using Wayground as a formative assessment tool in teaching recount text writing at SMA Negeri 1 Pesanggaran. This study is expected to contribute to the development of innovative learning strategies to improve students' writing skills. In addition, the results of this study are

also expected to serve as a reference for teachers in choosing the appropriate assessment methods to support the learning process. However, previous studies rarely focus on the effectiveness of Wayground in teaching writing of recount text at the senior high school level.

1.2 Research Problem

Based on the research background, is there a significant effect of using Wayground as a formative assessment tool on the effectiveness of students' recount text writing ability at SMA Negeri 1 Pesanggaran?

1.3 Research Objective

The objective of this research is to find out the effectiveness of using Wayground as a formative assessment tool in improving students' writing ability of recount text at SMA Negeri 1 Pesanggaran.

1.4 Research Significance

1. Theoretical significance

   This research is expected to contribute to the development of English language teaching, especially in the use of digital formative assessment tools in teaching writing. The findings of this study are expected to provide additional references regarding the effectiveness of Wayground in improving students' writing ability of recount text.

2. Practical significance

   In practice, this research is expected to provide benefits to various parties, including:

   a. For Teachers

      This research is expected to provide teachers with alternative formative assessment tools that can be used to improve students' writing skills and create a more engaging learning environment.

   b. For Students

      This research is expected to help students improve their writing ability, especially in writing recount text, and increase their learning motivation through interactive formative assessment.

c. For Schools

This research is expected to support schools in improving the quality of English teaching and learning by implementing innovative and technology-based assessment tools. It is also expected to encourage schools to integrate digital learning media to enhance students' academic achievement.

1.5 Scope and Limitation

This study aims to analyse the effectiveness of using Wayground as a formative assessment tool in teaching high school students at SMA Negeri 1 Pesanggaran to write recount texts. This study focuses on students' writing skills, particularly in producing recount texts with attention to text structure, grammatical accuracy, vocabulary usage, and writing mechanics. In addition, this study is limited to the application of Wayground as a formative assessment instrument and only examines recount text writing skills without covering other English language skills such as speaking, listening, and reading.

1.6 Definition of Terms

1. Effectiveness

   Effectiveness refers to the degree of success in achieving predetermined learning objectives. In this study, effectiveness is defined as the extent to which the use of Wayground as a formative assessment tool can improve students' ability to write recount texts.

2. Wayground "Quizizz"

   Wayground is a game-based online learning platform that allows teachers to create interactive quizzes and assessments. In this study, Wayground was used as a formative assessment tool to evaluate and monitor students' writing development.

3. Formative Assessment

   Formative assessment is an assessment conducted during the learning process to provide feedback to students and teachers in order to improve learning outcomes.

4. Writing

   Writing is the ability to convey ideas, thoughts, and information in written form using the correct language structure. In this study, writing refers to students' ability to produce accurate and coherent recount texts.

5. Recount Text

   Recount texts are texts that recount past events or experiences chronologically. In this study, recount texts refer to students' writings that describe past events using appropriate structures and linguistic features.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Writing Skill

a. Definition of Writing

Writing is one of the productive skills in language learning that enables students to convey ideas, thoughts, and information in written form. According to (Malyuga et al., 2016), writing is the process of conveying messages through written language, which requires the organization of ideas and the appropriate use of language. Writing is not just about putting sentences together, but also about arranging ideas logically so that readers can clearly understand the meaning being conveyed.

In addition, writing is considered a complex activity because it involves several language components such as grammar, vocabulary, and writing mechanics. (Indah Sari et al., 2020) states that writing is a cognitive activity that includes the stages of planning, drafting, revising, and editing. Therefore, students need continuous practice and proper guidance to develop effective writing skills.

b. The Importance of Writing in Language Learning

Writing plays a very important role in language learning because it helps students develop the ability to convey ideas in a structured and meaningful way. (Murtadho, 2021) states that writing is an important skill that supports language development because it encourages students to think critically and organize ideas systematically. Through writing activities, students can practice using vocabulary, grammar, and sentence structure appropriately.

In addition, writing also helps students improve their overall language skills. (Marlina, 2024) explain that writing activities can strengthen students' understanding of language components and improve their ability to convey ideas clearly. Writing activities also provide opportunities for students to reflect on their learning process and improve their accuracy in using language.

c. Components of Writing Skill

Writing skills consist of several important components that determine the quality of students' writing. (Purnamasari et al., 2021) state that writing ability can be assessed through several aspects, namely content, organization, grammar, vocabulary, and writing mechanics. These components help teachers assess students' writing abilities comprehensively.

The first component is content, which relates to the clarity and appropriateness of the ideas conveyed in the writing. Students need to develop meaningful ideas that are relevant to the topic being discussed. The second component is organization, which is the logical and coherent arrangement of ideas so that readers can easily understand the content of the writing.

The third component is grammar, which relates to the correct use of sentence structure and language rules. The fourth component is vocabulary, which is the selection of appropriate words to convey ideas clearly. The final component is writing mechanics, which includes the use of punctuation, spelling, and capitalization. (Bora, 2023) states that these components are very important in assessing writing ability because they reflect both language competence and the effectiveness of student communication.

d. The process of writing

Writing is not an activity that is done in one stage, but rather a process consisting of several stages. Writing is a repetitive process involving several stages, namely planning, drafting, revising, and editing (Chauhan, 2022). These stages help students develop ideas and improve the quality of their writing.

The first stage is planning, which is when students develop ideas, determine the purpose of writing, and organize information before they start writing. This stage helps students prepare their writing in a more focused manner. The second stage is drafting, which is when students begin to put their ideas into sentences and

paragraphs. At this stage, students focus more on conveying ideas without paying too much attention to language errors.

The third stage is revising, which is when students review the content and organization of their writing. Students evaluate whether the ideas conveyed are clear and logically structured. The final stage is editing, which is the stage of correcting grammatical errors, punctuation, spelling, and other mechanical aspects. These stages help students produce writing that is clear and well-structured.

2.1.2 Teaching Writing

a. Definition of teaching writing

Teaching writing is the process of guiding students to develop their ability to convey ideas effectively through writing. Learning to write involves helping students develop ideas, organize information, and compose writing through appropriate learning activities (Jubhari et al., 2022). Teachers play an important role in providing guidance and feedback to improve students' writing skills. Writing instruction also trains students to understand the structure of writing and language rules. Effective writing instruction can encourage students to practice regularly and increase their confidence in conveying ideas through writing.

b. The role of Teacher in Teaching Writing

Teachers play an important role in helping students develop writing skills. Teachers act as facilitators, motivators, and evaluators in the writing learning process (Yang, 2024). As facilitators, teachers provide guidance and support so that students understand the concept of writing. As motivators, teachers encourage students to actively participate in writing activities. As evaluators, teachers assess students' writing and provide feedback for improvement.

Teachers are also responsible for creating a supportive learning environment so that students feel free to express their ideas. Constructive feedback from teachers can help students identify their strengths and weaknesses in writing.

c. Strategies in Teaching Writing

Effective writing instruction requires the use of appropriate learning strategies. Writing learning strategies help students develop ideas and improve the quality of their writing. Teachers can use several strategies in teaching writing, such as collaborative writing, guided writing, and process writing (Liu et al., 2022).

Collaborative writing encourages students to work together in developing ideas. Guided writing helps students practice writing with the guidance of a teacher. Meanwhile, process writing emphasizes the stages of writing, such as planning, drafting, revising, and editing. The use of interactive learning media is also considered an effective strategy for increasing student motivation in learning to write.

d. Challenges in Teaching Writing

Writing instruction often faces various challenges for both teachers and students. Many students have difficulty developing ideas, organizing information, and using correct grammar. Students often have difficulty writing because this skill requires mastery of various language components simultaneously(Demneri, 2024).

Another challenge is the low motivation of students in writing activities. Conventional learning methods sometimes make students feel bored and less interested in learning. Therefore, teachers need to use innovative learning methods and utilize digital learning media to create more interactive and interesting writing lessons.

2.1.3 Recount Text

a. Definition of Recount Text

Recount texts are a type of text that recounts events or experiences that have occurred chronologically. (Kindenberg, 2022) explain that recount texts are used to reconstruct past events by presenting them in sequence. The main purpose of recount texts is to provide information

or entertain readers through personal experiences and facts.

Recount texts are often used in English language learning to train students to write about past experiences. Through recount texts, students learn to organize events in sequence and use appropriate linguistic features.

b. Purpose of Recount Text

The main purpose of recount texts is to retell past events or experiences clearly and coherently. Recount texts aim to provide information, describe an event, or share personal experiences with readers (Villamin et al., 2025). Recount texts also help students develop their ability to convey events effectively.

In learning, recount texts help students practice using past tense sentences and time connectors. In addition, recount texts also encourage students to reflect on their experiences and express them in writing.

c. Generic structure of Recount Text

Recount text has a specific generic structure that helps organize events clearly. According to (Masruddin & Nasriandi, 2022), recount text generally consists of three main parts:

1.Orientation

This part introduces background information such as who was involved, when the event happened, and where it took place.

2.Events

This section describes a sequence of events that occurred in chronological order. It is the main part of recount text because it presents detailed information about what happened.

3.Re-orientation

This part provides a conclusion or personal comment about the events. It is optional but commonly used to close the story.

d. Language features of Recount Text

Recount texts have certain linguistic characteristics that distinguish them from other types of texts. (Zhou et al., 2023) explain that recount texts generally use past tense sentences because they describe events that have already happened. Recount texts also use action verbs to describe activities and time connectors such as first, then, after that, and finally to show the sequence of events.

In addition, recount texts also use specific participants that refer to certain people, places, or events. These linguistic features help readers understand the sequence and details of the story more clearly.

2.1.4 Formative Assessment

a. Definition of Formative Assessment

Formative assessment is a continuous assessment process to monitor student learning progress and provide feedback to improve learning outcomes. (Berisha et al., 2024) explain that formative assessment is conducted during the learning process to identify students' strengths and weaknesses and help teachers adjust their learning strategies. This assessment focuses on improving the learning process, not just the final outcome.

Formative assessment helps students understand their learning progress while making it easier for teachers to identify the difficulties students experience. Through this assessment, the learning process becomes more interactive and student-cantered.

b. The function of Formative Assessment

Formative assessment aims to improve student learning through continuous feedback. Formative assessment helps students recognize gaps in their learning and guides them to achieve learning objectives (Solis Trujillo et al., 2025). In addition, formative assessment helps teachers evaluate the effectiveness of teaching methods and materials.

By implementing formative assessment, teachers can regularly monitor student understanding and adjust

learning strategies as needed. This assessment also encourages students to take more responsibility for their learning process.

c. Characteristic of Formative Assessment

Formative assessment has several characteristics that distinguish it from summative assessment. Formative assessment is continuous, diagnostic, and feedback-oriented (Ren et al., 2026). This assessment is conducted during the learning process and focuses on identifying students' learning needs.

Formative assessment emphasizes active student involvement, where students are encouraged to reflect on their learning outcomes. In addition, teachers can provide constructive feedback to support learning improvement.

d. The Role of Feedback in Formative Assessment

Formative assessment plays an important role in improving students' writing skills. Formative assessment helps students obtain feedback that supports the development of accuracy, organization, and content in their writing (Napu & Pakaya, 2026). This assessment allows students to recognize their mistakes and gradually improve their writing skills.

Formative assessment also increases students' motivation to learn because they can monitor their learning progress. In writing instruction, formative assessment provides students with opportunities for revision and reflection, which are important for developing writing competence.

2.1.5 Wayground as Learning and Assessment Media

a. Definition of Wayground

Wayground “Quizizz” is a digital learning platform that provides interactive quizzes and assessments that can be accessed through various electronic devices. (Nadeem et al., 2023) explains that Wayground is an online assessment tool designed to create an engaging learning experience through the concept of gamification. This platform allows

teachers to conduct assessments directly or as independent assignments.

Wayground supports formative assessment because it allows teachers to monitor student learning progress directly. The Wayground system automatically records student answers and provides immediate feedback, helping teachers and students evaluate learning outcomes.

b. Features of Wayground "Quizizz"

Wayground provides various features designed to support interactive learning and effective learning evaluation. One of Wayground main features is an automatic scoring system that allows teachers to obtain evaluation results quickly and accurately. Through this system, students' answers are processed immediately so that teachers can find out the level of student understanding in real time.

In addition, Wayground is equipped with a leaderboard feature that displays student rankings based on the scores obtained. This feature can increase student motivation to learn because it encourages healthy competition in the classroom. Wayground also provides various types of questions such as multiple choice, true or false, and short answer questions that can be tailored to learning objectives(Afiah et al., 2025).

Wayground allows teachers to add supporting media such as images and videos to questions, thereby increasing the appeal of learning. This platform also provides detailed reports on student learning outcomes, which include analysis of student answers, question difficulty levels, and individual student performance. These reports help teachers evaluate the effectiveness of learning and determine future learning strategies.

c. Advantages of Wayground "Quizizz"in Learning

The use of Wayground "Quizizz" in learning provides various benefits for both teachers and students. One of the main advantages of Wayground.

is its ability to increase student motivation by applying game elements in the learning evaluation process.

Presenting questions in the form of games makes students more interested and active in participating in learning activities (Wahyuni et al., 2023).

In addition to increasing learning motivation, Wayground also helps students understand learning materials more effectively. The immediate feedback provided after students answer questions allows them to identify their mistakes and correct their understanding independently. This supports student-cantered learning.

Wayground also makes it easier for teachers to conduct learning evaluations because the system is able to automatically record student learning outcomes. Teachers can monitor student learning progress more efficiently and identify learning difficulties experienced by students. In addition, Wayground allows students to work on questions at their own learning pace, thereby supporting more flexible learning.

d. Wayground “Quizizz” as a Formative Assessment Tool

Wayground can be used in writing instruction through exercises related to grammar, vocabulary, and text organization. (Nadeem et al., 2023) states that game-based learning platforms can increase student engagement and learning outcomes. In writing instruction, Wayground helps students practice the linguistic features used in specific types of texts, including recount texts.

Teachers can use Wayground to assess students' understanding of writing components before asking them to produce a text. This strategy helps students prepare better and reduce errors in writing. Therefore, Wayground supports the development of writing skills through formative assessment practice.

2.2 Previous Study

No	Name, year, Research Title	OJS Article Link, Journal/Thesis/Dissertation Name, PT Name	Research purposes	Research Methods	Results/ Conclusion	Equality	Difference
1	Lisye Binova, Nina Puspitaloka, Maya Rahmawati (2024) Recount Inquiry Of EFL Students' Experiences In Learning Grammar By Using	https://jurnal.peneliti.net/index.php/JIWP Jurnal Ilmiah Wahana Pendidikan	To investigate EFL students' experiences in learning grammar using Wayground "Quizizz" as a formative assessment tool.	A qualitative study using a recount approach; data were collected through reflective journals and interviews with 6	Wayground "Quizizz" is engaging and motivating, but it is less effective in improving grammar; there are technical and time-related challenges. It remains	Both studies use Wayground "Quizizz" as a formative assessment tool in English language learning.	Previous research has focused on grammar learning experiences, whereas this study focuses on the effectiveness of Wayground "Quizizz" in

	Wayground "Quizizz"As A Formative Assessment Tool			students at SMA Negeri 17 Bekasi.	beneficial for students' learning experiences.		writing Recount texts.
2	Nurmala Hendrawatyl , Zulfa Sakhiyya, Sri Wahyuni, Yuliati (2025) Enhancing EFL students' vocabulary learning through Quizizz-based formative assessments	https://proceeding.unnes.ac.id/eltlt Universitas Negeri Semarang, Indonesia	To determine improvements in vocabulary components and differences in EFL students' abilities through Quizizz-based formative assessments.	A descriptive quantitative study involving 30 students at a private university in Jakarta, using nine Quizizz-based formative tests, analysed using descriptive statistics.	Quizizz improves vocabulary learning outcomes. Synonyms and social media were the easiest topics, while phrasal verbs and word formation were the difficult; there were variations in proficiency	Both studies used Quizizz as a formative assessment tool in English language learning.	Previous research has focused on students' vocabulary, whereas this study focuses on the effectiveness of Quizizz in teaching high school students to write narrative texts.

					among students.		
3	Nurul Septiyani, Fahrur Rozi, Katharina Ruspita (2023) The Use of Quizizz to Develop Instructional PJBL Practices in Teaching Writing	http://journal.unnes.ac.id/sju/index.php/eej English Education Journal Universitas Negeri Semarang, Indonesia	To explain the use of Quizizz to enhance Project-Based Learning (PBL) practices in the writing instruction of eighth-grade students at MTs Ihsaniyah Balapulang.	A mixed-methods approach with an embedded design; quantitative data from formative tests, and qualitative data from observations, interviews, and documentation involving 19 students	The T-test results indicate that Quizizz and PBL are effective in improving writing instruction. Students are more enthusiastic, and the teacher is able to teach recount texts optimally.	Both studies used Quizizz in writing instruction and as part of formative assessment.	Previous studies have employed a PBL approach, whereas this study focuses solely on the effectiveness of Quizizz in teaching students to write narrative texts.

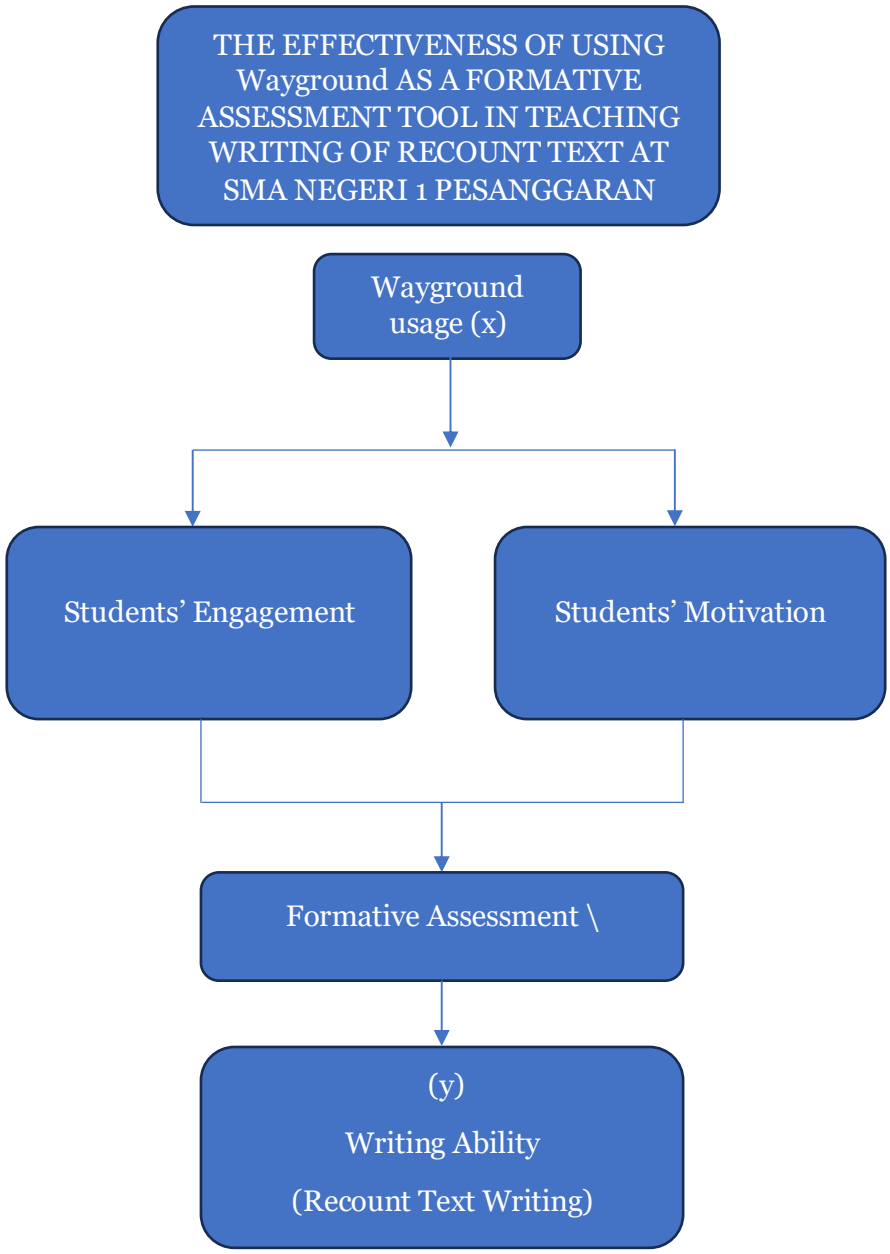
				and one teacher.			
4	Jhems Richard Hasan, Alvons Habibie and Karmila Machmud (2025) Formative Assessment and English as A Foreign Language (EFL) Teachers' Corrective Feedback on Teaching Writing in Higher Education	https://doi.org/10.21315/apjee2025.40.2.4 ASIA PACIFIC JOURNAL OF EDUCATORS AND EDUCATION	To explore formative assessment practices, the provision of feedback, as well as the challenges faced by instructors and student responses in writing instruction at IAIN Sultan Amai Gorontalo.	A qualitative study using a Recount approach, involving instructors and students, employing observation, interviews, and questionnaires to collect data.	Formative assessment aids writing development, but there are constraints related to time, workload, and understanding of feedback. Students value feedback, though they struggle to apply it.	Both studies discuss formative assessment in English writing instruction.	Previous studies did not use Quizizz, whereas this study focuses on the use of Quizizz in recount writing.

	Level: Practice and Challenges						
5	Muhammad Hilmi Muzaffar Ali, Slamet Asari (2024) Exploring the Perceptions of High School Students on the Use of Quizizz as a Scanning Reading Tool for Assessment	http://dx.doi.org/10.30587/jetlal.v4i1 Journal of English Teaching, Literature, and Applied Linguistics Universitas Muhammadiyah Gresik	To determine students' perceptions of the use of Quizizz, as well as its impact on reading skills and the relationship between the two in English language learning.	A mixed-methods approach was used with 35 twelfth-grade students; data were collected via questionnaires and scanning reading tests to analyse perceptions and reading skills.	The results indicate that students have a positive perception of Quizizz, and its use can improve reading skills and support a more effective learning process.	Both studies use Quizizz as a medium or tool in English language learning.	Previous research has focused on students' reading comprehension and perception, whereas your research focuses on the effectiveness of Quizizz in writing narrative texts.
6	Iradatul Hasanah	http://ejournal.unp.ac.id/i	To determine the ability	Quantitative method	The students' ability was	Both studies	Previous studies did

	(2022) An Analysis ofMadrasahAliyahStudents' Abilityin Writing Recount Text	ndex.php/elt/article/view/4567 Takuana: Jurnal Pendidikan, Sains, dan Humaniora	of 10th-grade students to write recount texts	using a writing test	rated as fairly good (average ±64), but they were still weak in the area of fluency and need further practice	examined the ability to write recount texts	not use Quizizz and did not test the effectiveness of this teaching method

2.3 Conceptual Framework

This study examines the effect of using Wayground as a formative assessment tool on students' ability to write recount texts. The use of Wayground can enhance student engagement, motivation, and understanding through immediate feedback. It is expected that this improved understanding will lead to an improvement in students' writing skills.



2.4 Hypothesis

This research hypothesis is based on the theories of formative assessment, digital learning, and writing skills development. Formative assessment allows teachers to continuously monitor student learning progress through constructive feedback, thereby helping students improve their writing skills. The integration of formative assessment with game-based digital learning media such as Wayground creates a more interactive and engaging evaluation process. Game elements such as scores, rankings, and immediate feedback are believed to increase student participation in learning activities.

In line with research conducted by (Barata et al., 2013), the use of gamification in learning has been proven to increase student engagement and participation in the learning process. Therefore, the use of Wayground as a formative assessment tool is expected to have a significant effect on improving students' recount text writing skills at SMA Negeri 1 Pesanggaran.

a. H_1 (Alternative Hypothesis) :

There is a significant difference in recount text writing achievement between students taught using Wayground and those taught using conventional assessment.

b. H_0 (Null Hypothesis):

There is no significant difference in recount text writing achievement between students taught using Wayground and those taught using conventional assessment.

CHAPTER III
RESEARCH METHOD

3.1 Research Design

This study uses a quantitative approach with a quasi-experimental design. This design was chosen because the researcher had limitations in randomizing research subjects in a natural school environment. However, this design still allows researchers to compare two groups with relatively similar characteristics in order to objectively test the effect of a treatment.

Specifically, this study uses a non-equivalent control group design, in which one class is designated as the experimental group that receives treatment in the form of using Wayground as a formative assessment tool in teaching text recount writing. Meanwhile, the other class serves as the control group that uses conventional formative assessment without using gamification-based digital media.

According to (Lam & Wolfe, 2023), quasi-experimental designs are widely used in educational research because they allow researchers to evaluate the effect of learning treatments on student learning outcomes. Therefore, this design was used to obtain empirical evidence regarding the effect of using Wayground on students' recount text writing skills.

3.2 Research Setting and Time

This study was conducted at SMA Negeri 1 Pesanggaran, Banyuwangi. The location was chosen because the school has implemented technology-based learning that supports the use of digital learning media in the classroom learning process.

The research was conducted in the even semester of the current academic year. The implementation of the research was adjusted to the English learning schedule set by the school. The research time allocation was arranged so that the treatment could be carried out optimally on the recount text learning material.

3.3 Population and Research Sample

According to (Willie, 2024), a population is the totality of subjects that have certain characteristics and are the target of generalization in research. Based on this definition, the population in this study was all students in grade X at Pesanggaran 1 Public High School.

The research sample consisted of two classes. One class was designated as the experimental group and the other class as the control group. The experimental group received treatment in the form of using Wayground as a formative assessment tool in learning to write recount texts. Meanwhile, the control group used conventional formative assessment without the support of gamification-based digital media.

The selection of sampling techniques and group division aimed to ensure that differences in students' writing abilities could be attributed to the treatment given during the study.

3.4 Research Variables

Research variables are everything that is the focus of observation in a study and can influence the results of the study. In this study, there are two main variables, namely independent variables and dependent variables. These two variables are used to determine the cause-and-effect relationship between the treatment given and the learning outcomes obtained.

3.4.1 Independent Variable (X)

The independent variable in this study is the use of Wayground as a formative assessment tool in teaching students to write recount texts. This variable is the treatment given to the experimental group. Wayground is used as a gamified digital evaluation medium that features interactive quizzes, immediate feedback, an automatic scoring system, and student rankings. The use of Wayground aims to help teachers monitor students' understanding during the writing learning process and provide continuous feedback before the final assessment is conducted.

3.4.2 Dependent Variable (Y)

The dependent variable in this study is students' ability to write recount texts. This variable is the expected learning outcome after the application of the treatment on the independent variable. Recount text writing ability refers to students' ability to develop ideas coherently, apply the generic structure of recount texts (orientation, events, and reorientation), use appropriate linguistic elements such as past tense, and demonstrate coherence, vocabulary accuracy, and writing mechanics in their writing.

3.5 Research Instrument

Research instruments are tools used by researchers to obtain data related to the variables being studied. In this study, instruments were developed to measure students' recount writing skills after the implementation of Wayground as a formative assessment tool.

The main instrument used in this study was a writing test. The writing test was given to the experimental group and the control group in the form of a pre-test and post-test. Students were asked to write a recount text based on a predetermined topic related to their personal experiences.

The students' writing was assessed using an assessment rubric that referred to standard writing assessment criteria. The aspects assessed included:

1. Content (appropriateness and clarity of ideas)
2. Organization (structure of the recount text)
3. Grammar (use of past tense and sentence structure)
4. Vocabulary (accuracy and variety of words)
5. Mechanics (spelling and punctuation)

Before being used as a data collection tool, the writing test was first tested for validity to ensure that the instrument actually measured the ability to write recount texts. A reliability test was also conducted to ensure the consistency of the assessment results. The assessment process was carried out objectively based on a predetermined rubric.

The data obtained from the writing test is then analysed using statistical analysis to determine whether there are significant differences between the writing abilities of students in the experimental group and the control group.

3.6 Data Collection Technique

The data collection method used in this study was test.
The steps were as follows:

1. Administering a pre-test to the experimental and control classes
2. Administering the treatment:
   a. The experimental class uses Wayground
   b. The control class uses conventional methods
3. Administer a post-test to both classes
4. Collect students' written work for analysis

Tests are used because they can directly measure students' abilities.

3.7 Instrument Validity and Reliability

Before being used in research, research instruments must be tested for validity and reliability to ensure that they can measure the research variables accurately and consistently. In this study, the instruments used were a writing test.

3.7.1 Writing Test Validity

Validity refers to the degree to which an instrument accurately measures what it is intended to measure. In this study, the validity of the writing test was assessed using content validity. Content validity was established by aligning the test instrument with the core competencies, learning objectives, competency achievement indicators, and the recount text material taught to the students.

Additionally, the test instrument was reviewed by the supervising lecturer and English subject teachers to obtain evaluations and feedback regarding the alignment of the test content with the research objectives. Thus, the test used is expected to accurately measure students' ability to write recount texts.

3.7.2 Writing Test Reliability

Reliability indicates the level of consistency of an instrument in producing data. In this study, the reliability of the writing test was ensured through the use of a clear and structured scoring rubric. Assessment was based on several writing aspects: content, organization, vocabulary, grammar, and mechanics.

The use of the same scoring rubric for all participants aims to produce consistent and objective assessments so that the data obtained is reliable.

3.8 Data Analysis Technique

3.8.1 Descriptive Statistics

Descriptive statistics are used to provide an overview of the research data. This analysis includes the mean, minimum, maximum, and standard deviation of the students' pre-test and post-test scores. Descriptive statistics help researchers assess the development of students' writing skills before and after the intervention.

3.8.2 Normality Test

Normality tests are conducted to determine whether research data is normally distributed or not. This test is important as one of the prerequisites in parametric statistical analysis. The normality test in this study uses the Shapiro-Wilk.

Data is declared to be normally distributed if the significance value (p-value) is greater than 0.05. If the significance value is less than 0.05, the data is declared to be not normally distributed.

3.8.3 Homogeneity Test

The homogeneity test aims to determine the similarity of variance between the experimental group and the control group. The homogeneity test is performed using the Levene test.

The data is considered homogeneous if the significance value is greater than 0.05, indicating that both groups have

the same variance and are suitable for comparison in further analysis.

3.8.4 Hypothesis Test

Hypothesis testing is used to determine whether the use of Wayground has an effect on students' recount text writing ability. In this study, hypothesis testing was conducted using the t-test (independent sample t-test) because the study compared two different groups.

The research hypothesis was tested with the following conditions:

If the significance value (Sig.) < 0.05, then H_0 is rejected and H_1 is accepted.

If the significance value (Sig.) > 0.05, then H_0 is accepted and H_1 is rejected.

CHAPTER IV
FINDING AND DISCUSSION

4.1 General Description of the Research Object

4.1.1 Research Location

This study was conducted at SMA Negeri 1 Pesanggaran, one of the public high schools in Banyuwangi Regency, Indonesia. Like high schools in Indonesia, the educational program at SMA Negeri 1 Pesanggaran spans three academic years, from Grade 10 to Grade 12. SMA Negeri 1 Pesanggaran was selected as the research site because it has a conducive learning environment that supports active and interactive English language instruction. Additionally, the school has integrated technology into the learning process, enabling the use of digital learning tools such as Wayground. The school's facilities—including adequate classrooms, access to technological devices, and support from educators—served as key factors contributing to the success of this study.

State Senior High School 1 Pesanggaran was established in 1986, specifically pursuant to the Decree dated December 22, 1986. It was founded on land owned by State Senior High School 1 Pesanggaran at Jalan Pesanggaran No. 50, Pesanggaran, Banyuwangi Regency. In its early years, State Senior High School 1 Pesanggaran admitted new students with a capacity of 3 classes based on the available facilities. The capacity for new student admissions increased to 5 classes from 1989 to 2009. Starting in the 2009/2010 academic year, State Senior High School 1 Pesanggaran admitted new students with a capacity of 7 classes. It was only in 2016 that the school increased its capacity for new students to 8 classes.

The selection of this research location is expected to contribute to the accuracy of the data collected and to support the optimal achievement of the research objectives. With a supportive learning environment and adequate facilities, the data collection process can be carried out effectively and efficiently. Therefore, the research findings are expected to reflect the actual state of students' writing abilities and

provide a relevant picture of the effectiveness of using learning media to improve writing skills.

4.1.2 Research Topic

The subjects of this study were 10th-grade students from two different classes. The number of students in each class was relatively balanced, allowing for a fair comparison between the two groups. The participating students had diverse skill levels, but generally possessed basic proficiency in English writing skills. This was evident in their use of simple sentences and limited vocabulary.

4.1.3 Research Categories

In this study, the subjects were divided into two groups: the experimental class and the control class. The experimental class was the group that received treatment using Wayground as a formative assessment tool in the learning process. Meanwhile, the control class was the group that did not use this tool and continued to use conventional teaching methods. This division was intended to determine the differences in learning outcomes between the two groups after receiving different treatments.

4.1.4 Research Focus

The primary focus of this study is students' writing skills, particularly in the writing of recount texts. These writing skills were analysed to determine the extent to which students are able to express past experiences in writing using appropriate structure. In addition, this study also focuses on the impact of using Wayground on the improvement of students' writing skills.

4.1.5 Research Instruments

The instruments used in this study consisted of a writing test comprising a pre-test and a post-test. The pre-test was used to assess students' initial abilities before the intervention, while the post-test was used to measure their abilities after the learning process had taken place.

4.1.6 Research Aspects

The assessment of students' writing was conducted based on several key aspects of writing skills. These aspects include content, organization, grammar, vocabulary, and mechanics. Each aspect is assessed separately to obtain a more detailed picture of students' writing abilities. By using these assessment criteria, it is hoped that the research results can provide more accurate and objective information.

4.2 Data Analysis

4.2.1 Validity (instrument)

Table 4.2.1 Validity Test

Correlations

		content	organization	Grammar	Vocab	Mechanic	total
content	Pearson Correlation	1	.399*	.595**	.444*	.532**	.751**
	Sig. (2-tailed)		.029	.001	.014	.002	.000
	N	30	30	30	30	30	30
organization	Pearson Correlation	.399*	1	.419*	.611**	.490**	.759**
	Sig. (2-tailed)	.029		.021	.000	.006	.000
	N	30	30	30	30	30	30
Grammar	Pearson Correlation	.595**	.419*	1	.620**	.474**	.811**
	Sig. (2-tailed)	.001	.021		.000	.008	.000
	N	30	30	30	30	30	30
Vocab	Pearson Correlation	.444*	.611**	.620**	1	.450*	.805**
	Sig. (2-tailed)	.014	.000	.000		.013	.000
	N	30	30	30	30	30	30

Mechanic	Pearson Correlation	.532**	.490**	.474**	.450*	1	.753**
	Sig. (2-tailed)	.002	.006	.008	.013		.000
	N	30	30	30	30	30	30
total	Pearson Correlation	.751**	.759**	.811**	.805**	.753**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Before being administered to participants, the writing test instrument was tested to determine its validity. The instrument consisted of a single writing task in which students were asked to write a *recount* text based on a topic provided by the researcher. Stud ents' writing was assessed based on five aspects of writing: content, organization, grammar, vocabulary, and mechanics. The validity of these assessment aspects was analysed using Pearson's product-moment correlation with the aid of IBM SPSS Statistics software.

The results of the Pearson correlation analysis showed that each writing aspect had a positive relationship with the other assessment aspects, indicating consistency among these writing assessment components. More importantly, all five assessment aspects showed strong and statistically significant correlations with the total writing score. The correlation coefficients between each aspect and the total score were 0.751 for content, 0.759 for organization, 0.811 for grammar, 0.805 for vocabulary, and 0.753 for mechanics. All p-values were 0.000 ($p < 0.01$), indicating that each assessment aspect made a significant contribution to the overall writing score.

Among these five assessment aspects, grammar showed the highest correlation with the total score ($r = 0.811$), followed by vocabulary ($r = 0.805$), organization ($r = 0.759$), mechanics ($r = 0.753$), and content ($r = 0.751$). These findings indicate that all assessment aspects are valid indicators for measuring students' *recount* writing ability because each aspect is significantly related to overall writing performance.

Therefore, it can be concluded that the writing assessment rubric used in this study is valid for assessing students' writing skills. Given that all assessment aspects have strong and significant correlations with the total score, this instrument is considered appropriate for measuring students' achievement in writing *recount* texts.

4.2.2 Reliability Instrument

Table 4.2.2 Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.833	5

Based on the results of the reliability test using Cronbach's Alpha, a Cronbach's Alpha value of 0.833 was obtained for the five assessment items. This value indicates that the instrument has a high level of reliability, as the Cronbach's Alpha value is above the commonly used minimum threshold of 0.70.

Thus, it can be concluded that the assessment instrument, which consists of the aspects of content, organization, grammar, vocabulary, and mechanics, has good internal consistency and is suitable for use as a data collection tool in research. This indicates that each item in the instrument is capable of measuring the same construct consistently, making the measurement results reliable.

4.2.3 Descriptive Statistics (Result test: control & experiment)

Table 4.2.3 Descriptive Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
hasil	104	49	45	94	66.16	11.597
kelas	104	3	1	4	2.46	1.123
Valid N (listwise)	104					

Based on the descriptive statistical analysis presented in Table 4.2.3, there were a total of 104 valid observations included in this study (N = 104), with no missing data (Valid N = 104). This indicates that all data collected from the study participants were complete and could be used for further statistical analysis. These descriptive statistics provide an overview of the distribution of students' writing scores prior to conducting inferential statistical tests.

The results show that students' writing scores ranged from a minimum of 45 to a maximum of 94, with a range of 49 points. This relatively wide range indicates significant differences in students' writing abilities. While some students achieved relatively low scores, others demonstrated a much higher level of writing proficiency. The average writing score was 66.16, reflecting the average achievement of all students participating in the study. This average score suggests that, overall, students' writing abilities were at a moderate level prior to further analysis.

Furthermore, the standard deviation was recorded at 11.597, indicating the degree of variation in students' writing scores. A standard deviation of approximately 11.60 suggests that, although students' scores vary, the distribution of those scores remains fairly consistent around the mean. This means that most students' scores do not deviate drastically from the mean, reflecting a moderate degree of score dispersion.

In addition to the writing score variable, the descriptive statistics also include the class variable. The class variable has a

minimum value of 1 and a maximum value of 4, with a range of 3, a mean of 2.46, and a standard deviation of 1.123. These values indicate that the research data were collected from four different class categories, and the distribution of participants across these categories is relatively balanced.

Overall, the descriptive statistical analysis provides a general overview of the research data before hypothesis testing is conducted. The minimum score, maximum score, mean, and standard deviation indicate that the data are adequately distributed and suitable for further statistical analysis, including normality tests, homogeneity tests, and the independent samples t-test independent samples t-test.

4.2.4 Normality Test

Table 4.2.4 Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
kelas		Statistic	df	Sig.	Statistic	df	Sig.
hasil	pretest A (experimen)	.188	27	.015	.903	27	.016
	posttest A (experimen)	.102	27	.200*	.963	27	.422
	pretest B (control)	.192	25	.018	.885	25	.009
	posttest B (control)	.115	25	.200*	.965	25	.529

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Before conducting the hypothesis test, the post-test scores of both the experimental and control classes were analyzed to determine whether the data were normally distributed. The normality test was conducted using the Shapiro-Wilk test with the aid of IBM SPSS Statistics software. The Shapiro-Wilk test was chosen because the number of participants in each class was less than 0.05. Based on the

normality test criteria, the data are considered normally distributed if the significance value (Sig.) is greater than 0.05.

The results of the normality test are presented in Table 4.2.4. The post-test scores of the experimental class yielded a Shapiro–Wilk statistic of 0.963 with df = 27 and a significance value (Sig.) of 0.422. Meanwhile, the post-test scores of the control class yielded a Shapiro–Wilk statistic of 0.965 with df = 25 and a significance value (Sig.) of 0.529. Since the significance values for both the experimental class (0.422) and the control class (0.529) are greater than the significance level of 0.05.

Based on the results of the normality test, it can be concluded that the post-test data from both the experimental and control classes meet the assumption of a normal distribution. Since the data are normally distributed, they are suitable for further analysis using an independent samples t-test to determine whether there is a significant difference in writing performance between students taught using Wayground as a formative assessment tool and those taught using conventional assessment methods.

4.2.5 Homogeneity Test

Table 4.2.5 Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
hasil	Based on Mean	.341	3	100	.796
	Based on Median	.186	3	100	.906
	Based on Median and with adjusted df	.186	3	91.155	.906
	Based on trimmed mean	.328	3	100	.805

A test of homogeneity of variances was conducted using Levene's Test of Homogeneity of Variances to determine whether the variances of the data in the compared groups were homogeneous or not. The decision criterion is that if the

significance value (Sig.) is greater than 0.05, the data are considered to have homogeneous variances.

Based on the results of the Levene test, a significance value of 0.796 was obtained for the "Based on Mean" approach. Since this significance value is greater than 0.05 (0.796 > 0.05), it can be concluded that the variances of the data across groups are homogeneous. The same results were also shown in the Based on Median approach (Sig. = 0.906), Based on Median and with Adjusted do (Sig. = 0.906), and Based on Trimmed Mean (Sig. = 0.805), all of which had significance values greater than 0.05.

Thus, it can be concluded that the research data satisfy the assumption of homogeneity of variances. This means that the variances among the groups being compared are relatively equal, so the data are suitable for parametric statistical analysis, which requires homogeneity of variances..

4.2.6 Independent sample t-test

Table 4.2.6 Independent Sample t-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil	Equal variances assumed	.375	.543	3.800	50	.000	9.606	2.528	4.529	14.683
	Equal variances not assumed			3.826	49.559	.000	9.606	2.511	4.562	14.650

An independent samples t-test was conducted to determine whether there was a difference in the mean learning outcomes between the experimental and control classes. Before examining the t-test results, we first consider the results of Levene's Test for Equality of Variances, which showed a significance value of 0.543. Since this value is greater than 0.05 (0.543 > 0.05), the data satisfy the assumption of homogeneity

of variances. Therefore, the t-test results are interpreted using the "Equal Variances Assumed" row.

Based on the t-test results, a t-value of 3.800 was obtained with 50 degrees of freedom (df) and a significance level (two-tailed) of 0.000. Since the significance level is less than 0.05 (0.000 < 0.05), H_0 is rejected and H_1 is accepted. This indicates that there is a significant difference between the mean learning outcomes of students in the experimental class and the control class.

In addition, a mean difference of 9.606 was obtained, indicating that the average learning outcomes of the two groups differed by 9.606 points. The 95% confidence interval ranged from 4.529 to 14.683, all of which were positive values, further reinforcing the existence of a significant difference between the two groups.

Thus, it can be concluded that the implementation of the treatment in the experimental class had a significant effect on student learning outcomes compared to the control class.

4.3 Discussion

4.3.1 Interpretation of the Effectiveness of Wayground as a Formative Assessment Tool

The findings of this study indicate that the use of Wayground as a formative assessment tool has a significant positive effect on the students' ability to write recount texts at Pesanggaran State High School 1. The validity test showed that all components of writing assessment—namely content, organization, grammar, vocabulary, and writing mechanics—correlated positively and significantly with the total score. These findings indicate that each component makes a meaningful contribution to measuring students' writing performance. Furthermore, the reliability analysis yielded a Cronbach's Alpha coefficient of 0.833, which exceeds the minimum acceptable value of 0.70; this indicates that the writing assessment instrument possesses high internal consistency. According to (Bucol & Sangkawong, 2025), a reliable writing assessment instrument consistently measures student performance and

produces dependable results. Therefore, the instrument used in this study is considered valid and reliable for measuring students' writing skills.

Assumption tests also confirmed that the research data met the statistical requirements for hypothesis testing. The normality test showed that the post-test scores of both the experimental and control groups were normally distributed, while the homogeneity test indicated that the variances of the two groups were homogeneous (Sig. = 0.796 > 0.05). Furthermore, the *Independent Samples t-test* revealed a statistically significant difference between the experimental and control groups (Sig. = 0.000 < 0.05), with a mean difference of 9.606 points. These results indicate that students who learned using Wayground achieved significantly better writing performance compared to students who learned using conventional assessment methods.

Second, the gamification features available on Wayground—such as points, rankings, quizzes, and interactive activities—boost student motivation and engagement in the classroom. These features create a more enjoyable learning environment and encourage students to actively participate throughout the learning process. Students become more enthusiastic about completing formative assessment activities because they receive instant scores and can immediately see their learning progress. Higher motivation to learn also encourages students to practice writing more frequently and with greater confidence.

Third, Wayground makes it easier for teachers to efficiently monitor students' learning progress. The platform automatically records students' responses and learning outcomes, allowing teachers to more easily identify students' strengths and weaknesses. As a result, teachers can provide more targeted guidance and appropriate feedback tailored to each student's learning needs. This ongoing monitoring also contributes to improving students' writing skills throughout the learning process.

The findings of this study are consistent with several previous studies. (Le & Tran, 2024) reported that Quizizz significantly increased student motivation, engagement, and participation in the classroom through interactive quizzes and immediate feedback. Similarly, (Zulkhaeriyah et al., 2024) found that Quizizz had a positive impact on students' writing performance by encouraging active participation in learning, while (See et al., 2022) concluded that digital formative assessment improves students' academic performance through the provision of continuous feedback. These findings are also consistent with the theory of social constructivism proposed by (Azizah et al., 2025), which emphasizes that students learn more effectively through active participation and ongoing guidance. In this study, Wayground enabled students to receive immediate feedback, actively engage in learning activities, and reflect on their performance, leading to a significant improvement in their ability to write recount texts. Therefore, it can be concluded that Wayground is an effective formative assessment tool for improving students' writing performance, thereby supporting the acceptance of the alternative hypothesis (H_1) and the rejection of the null hypothesis (H_0).

4.3.2 Effect of using Wayground as a formative assessment tool

The findings of this study indicate that the writing assessment instrument used in this research was both valid and reliable. The validity test showed that all writing components, namely content, organization, grammar, vocabulary, and mechanics, had significant positive correlations with the total score. This finding suggests that each component contributed meaningfully to the measurement of students' writing ability. Furthermore, the reliability analysis yielded a Cronbach's Alpha value of 0.833, indicating high internal consistency among the assessment criteria. According to (Cheung et al., 2024), an instrument is considered reliable when it consistently measures the intended construct and produces stable results. Therefore, the writing rubric employed in this study was appropriate for evaluating students' writing performance.

The descriptive statistics revealed that students' writing scores varied considerably, with a mean score of 66.16 and a standard deviation of 11.597. This variation indicates differences

in students' writing proficiency levels. Before conducting the hypothesis testing, normality and homogeneity assumptions were examined. Although the pretest scores were not normally distributed, the **post-test** scores in both the experimental and control groups met the normality assumption. In addition, the homogeneity test confirmed that the variance across groups was homogeneous. These findings indicate that the data met the requirements for conducting an Independent Sample t-test.

The results of the Independent Sample t-test demonstrated a statistically significant difference between the experimental and control groups ($p = 0.000 < 0.05$). The mean difference of 9.606 points suggests that students in the experimental group achieved higher writing scores than those in the control group. This finding indicates that the treatment implemented in the experimental class had a positive effect on students' writing achievement. In the context of STEAM-Based Learning, the result supports the theory proposed by (Wannapiroon & Pimdee, 2022), who argues that STEAM learning integrates science, technology, engineering, arts, and mathematics into meaningful learning experiences that enhance students' creativity, critical thinking, collaboration, and communication skills. Moreover, constructivist theory proposed by (Mishra, 2023) emphasizes that knowledge is actively constructed through social interaction and authentic learning experiences. The collaborative projects, problem-solving activities, and real-world contexts commonly found in STEAM-based instruction provide opportunities for students to develop ideas, organize information, and express their thoughts more effectively in writing. Therefore, the significant improvement observed in the experimental group suggests that STEAM-Based Learning can serve as an effective instructional approach for enhancing students' writing skills.

CHAPTER V
CLOSING

5.1 Conclusion

Based on the results of the study, it can be concluded that the use of Wayground as a formative assessment tool has a significant positive effect on students' recount text writing ability at SMA Negeri 1 Pesanggaran. The validity test results indicated that all writing assessment components, namely content, organization, grammar, vocabulary, and mechanics, were significantly correlated with the total score, demonstrating that each component contributed effectively to measuring students' writing performance. In addition, the reliability test yielded a Cronbach's Alpha value of 0.833, indicating that the instrument had high reliability and was suitable for use in the research.

The descriptive statistics showed that the students' writing scores varied across participants, while the assumption tests confirmed that the data met the requirements for further statistical analysis. The homogeneity test revealed that the variances between groups were homogeneous, allowing the use of parametric statistical procedures. Furthermore, the Independent Samples t-test demonstrated a statistically significant difference between the experimental and control groups, with a significance value of 0.000 ($p < 0.05$). The mean difference of 9.606 points indicated that students who were taught using Wayground as a formative assessment tool achieved higher writing scores than those who were assessed using conventional methods.

Therefore, the findings of this study answer the research question by confirming that there is a significant effect of using Wayground as a formative assessment tool on the effectiveness of students' recount text writing ability at SMA Negeri 1 Pesanggaran. The alternative hypothesis (H_1) is accepted, while the null hypothesis (H_0) is rejected. These findings suggest that Wayground can be considered an effective assessment tool to support students' writing development by providing immediate

feedback, increasing engagement, and encouraging active participation in the learning process.

5.2 Limitation Research

This study has several limitations that should be considered when interpreting the findings.

5.2.1 The study was conducted only at SMA Negeri 1 Pesanggaran and involved a limited number of participants. Therefore, the findings may not be generalized to students from different schools, educational levels, or learning contexts.

5.2.2 The research focused only on students' recount text writing ability. As a result, the effectiveness of Wayground as a formative assessment tool on other writing genres, such as narrative, descriptive, argumentative, or expository texts, was not investigated. Future studies may explore the use of Wayground in different writing contexts to obtain broader findings.

5.2.3 the duration of the treatment was relatively limited. A longer implementation period may provide a more comprehensive understanding of the long-term effects of Wayground on students' writing development and learning motivation.

5.2.4 this study primarily measured students' writing performance based on the aspects of content, organization, grammar, vocabulary, and mechanics. Other factors that may influence writing achievement, such as students' motivation, learning styles, technological literacy, and prior writing experience, were not examined in depth.

5.2.5 the study employed a quantitative approach and relied mainly on test scores as the source of data. Therefore, students' perceptions, experiences, and attitudes toward the use of Wayground were not extensively explored. Future research is recommended to use mixed-methods or qualitative approaches to gain a deeper understanding of how Wayground supports students' writing learning process.

5.3 Suggestions

5.3.1 For Students

students are encouraged to actively participate in Wayground based learning activities and make use of the feedback provided to identify their strengths and weaknesses in writing. By regularly reflecting on their performance, students can improve various aspects of writing, including content, organization, grammar, vocabulary, and mechanics.

5.3.2 For Teachers

English teachers are encouraged to use Wayground as a formative assessment tool in writing classes, particularly in teaching recount texts. Wayground can provide immediate feedback, increase student engagement, and help teachers monitor students' learning progress more effectively. Therefore, integrating Wayground into classroom assessment practices may contribute to improving students' writing performance.

5.3.3 For Educational Schools

Schools are recommended to support the integration of digital assessment tools such as Wayground by providing adequate technological facilities, internet access, and professional development opportunities for teachers. Such support can help maximize the effectiveness of technology-enhanced learning and assessment.

5.3.4 For Future Research

Future researchers are encouraged to conduct similar studies with larger samples and different educational settings to improve the generalizability of the findings. Future studies may also investigate the effectiveness of Wayground in teaching other text genres, such as narrative, descriptive, or argumentative writing. In addition, researchers may employ mixed-methods or qualitative approaches to explore students' perceptions, motivation, and experiences when using Wayground as a formative assessment tool.

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APPENDIX

Appendix 1. Guidance Card

6/10/26, 8:01 PM SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSYA BLOKAGUNG ::

NIM	2211221011
NAMA	ANGGITA REVIANA
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20252
JUDUL	THE EFFECTIVENESS OF USING QUIZIZZ AS A FORMATIVE ASSESSMENT TOOL ON STUDENT LEARNING MOTIVATION AT SMA NEGERI 1 PESANGGARAN



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20252	10 Juni 2026	10 Juni 2026	Persetujuan Ujian	Bimbingan 16
2	20252	03 Juni 2026	03 Juni 2026	Saran saran dan kelengkapan lampiran	Bimbingan 15
3	20252	12 Mei 2026	12 Mei 2026	Kesimpulan	Bimbingan 14
4	20252	22 April 2026	22 April 2026	Revisi pembahasan	Bimbingan 13
5	20252	08 April 2026	08 April 2026	Pembahasan data	Bimbingan 13
6	20252	24 Maret 2026	24 Maret 2026	Hasil temuan data kuisioner	Bimbingan 11
7	20252	10 Maret 2026	10 Maret 2026	Hasil data writing test	Bimbingan 10
8	20252	24 Februari 2026	24 Februari 2026	Temuan data dari wawancara	Bimbingan 9
9	20252	10 Februari 2026	10 Februari 2026	Hasil/temuan data dari observasi	Bimbingan 8
10	20251	19 Januari 2026	19 Januari 2026	Teknik dan instrumen Pengumpulan data, teknik analisa data	Bimbingan 7
11	20251	01 Januari 2026	01 Januari 2026	Metode Penelitian, Desain Penelitian, Subyek dan Obyek Penelitian	Bimbingan 6
12	20251	25 Desember 2025	25 Desember 2025	Penelitian terdahulu	Bimbingan 5
13	20251	18 Desember 2025	18 Desember 2025	Kajian Teori	Bimbingan 4
14	20251	11 Desember 2025	11 Desember 2025	Rumusan Masalah, Tujuan dan manfaat penelitian	Bimbingan 3
15	20251	04 Desember 2025	04 Desember 2025	Latar Belakang	Bimbingan 2
16	20251	26 November 2025	26 November 2025	Bimbingan Judul	Bimbingan 1

siakad.iaida.ac.id/cetak.php?m=bimbingan_ta.detail&NIM=ImNiYmNpZGdnZQprsn3Dprsn3D&pr=ImFjZmMprsn3D&hal=2 1/1

Appendix 2. Certificate of Having Conducted Research

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI PESANGGARAN
NPSN : 20525859 NSS : 301052501041 NIS : 300010
Jalan Raya Pesanggaran Nomor 50 telepon (0333) 710091 Pesanggaran 68488
Pos-el: sanggarsma@yahoo.com Laman: www.sma1pesanggaran.sch.id
BANYUWANGI

Surat Keterangan
Nomor : 420/189/101.6.7.15/2026

Berdasarkan Surat Universitas KH. Mukhtar Syafaat Fakultas Tarbiyah dan Keguruan Blokagung Banyuwangi Dengan Nomor surat 51.2.12/131.141/UIMSYA/FTK/B/IV/2026, Kami yang bertanda tangan di bawah Kepala SMA Negeri Pesanggaran, Kecamatan Pesanggaran, Kabupaten Banyuwangi, Menerangkan bahwa :

Nama	: ANGGITA REVIANA
TTL	: Banyuwangi, 13 April 2026
Status	: Mahasiswa
Nim	: 2211221011
Fakultas	: Fakultas Tarbiyah dan Keguruan (FTK)
Prodi	: Tadris Bahasa Inggris (TBIG)

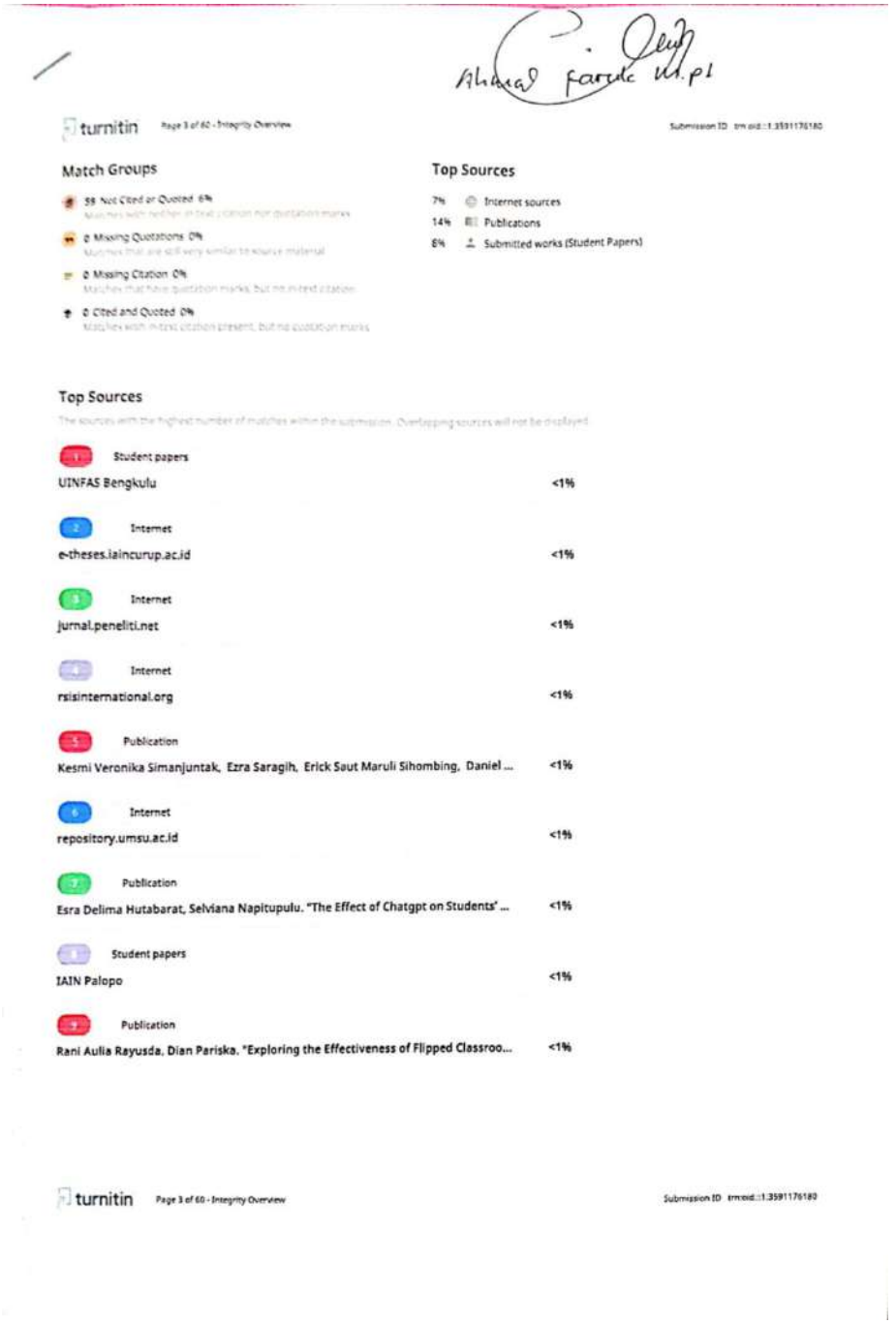
Bahwa mahasiswa tersebut telah melaksanakan **Penelitian** di SMA Negeri Pesanggaran, yang dilaksanakan tanggal 27 April 2026. Selama melaksanakan kegiatan magang, yang bersangkutan telah menunjukkan **dedikasi, inisiatif, dan kemampuan adaptasi yang baik** dalam melaksanakan tugas observasi dan pekerjaan yang diberikan.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pesanggaran, 27 April 2026
Kepala Sekolah

Karnia Dewi, S.Pd., M.Pd.
NIP. 19690427 199702 2 003

Appendix 3. Certificate of Plagiarism Free Maximum 25%



turnitin Page 3 of 60 - Integrity Overview Submission ID trn:oid:::1:3591176180

Match Groups

- 58 Not Cited or Quoted 6%
  Matches with neither in-text citation nor quotation marks
- 0 Missing Quotations 0%
  Matches that are still very similar to source material
- 0 Missing Citation 0%
  Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%
  Matches with in-text citation present, but no quotation marks

Top Sources

7% Internet sources
14% Publications
6% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Student papers UINFAS Bengkulu	<1%
2	Internet e-theses.iaincurup.ac.id	<1%
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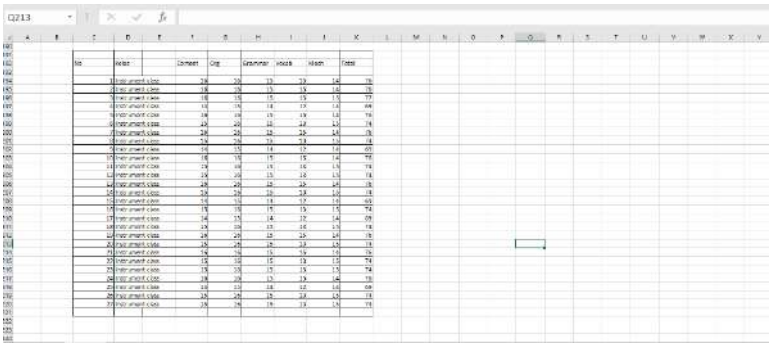
6	Internet repository.umsu.ac.id	<1%
7	Publication Esra Delima Hutabarat, Selviana Napitupulu. "The Effect of Chatgpt on Students' ...	<1%
8	Student papers IAIN Palopo	<1%
9	Publication Rani Aulia Rayusda, Dian Pariska. "Exploring the Effectiveness of Flipped Classroo...	<1%

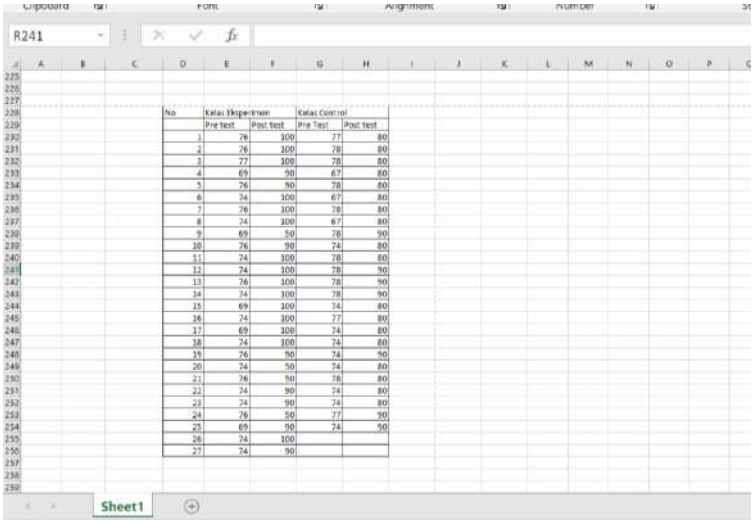
turnitin Page 3 of 60 - Integrity Overview Submission ID trn:oid:::1:3591176180

Appendix 4. Data Calculation Research

Writing Score Instrument Class



Score Eksperimen & Control Class

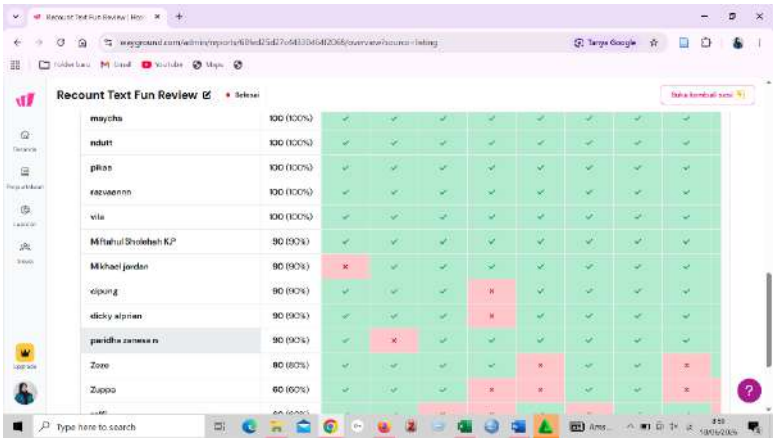


No	Kelas Eksperimen		Kelas Control	
	Pre test	Post test	Pre Test	Post test
1	76	100	77	80
2	76	100	78	80
3	77	100	78	80
4	69	90	67	80
5	76	90	78	80
6	74	100	67	80
7	76	100	78	80
8	74	100	67	80
9	69	50	78	90
10	76	90	74	80
11	74	100	78	80
12	74	100	78	90
13	76	100	78	90
14	74	100	78	90
15	69	100	74	80
16	74	100	77	80
17	69	100	74	80
18	74	100	74	80
19	76	90	74	90
20	74	50	74	80
21	76	90	78	80
22	74	90	74	80
23	74	90	74	80
24	78	50	77	90
25	69	90	74	90
26	74	100		
27	74	90		

Appendix 5. Research documentation

Eksperimen Class





Control Class





Appendix 6. Supporting Attachments the Research

UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi
Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor : 51.2.12/131.141/ UIMSYA/FTK/B.7/IV/2026
Lamp. : -
Hal : **Pengantar Penelitian**

Kepada Yang Terhormat:
Kepala SMA N 1 Pesanggaran
Sumbermulyo, Pesanggaran, Banyuwangi
Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama	: Anggita Reviana
TTL	: Banyuwangi, 13 April 2004
NIM	: 2211221011
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris (TBIG)
Alamat	: Ladan, Palmatak, Kepulauan Anambas, Kepulauan Riau
Dosen Pembimbing	: Moh. Mahmud, M.Pd..

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program **tugas akhir skripsi.**
Adapun judul penelitiannya adalah: ***"The Effectiveness Of Using Quizizz As A Formative Assessment Tool In Teaching Writing Of Recount Text At SMA Negeri 1 Pesanggaran".***

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 2 April 2026
Dekan

Dr. Zulfi Zulmala Dwi Andriani, S.S., M.A.
NUPTK. 6554762663230193

HISTORY LIST LIFE



Nama : Anggita Reviana

NIM : 2211221011

TTL :Banyuwangi, 13 April 2004

Jenis Kelamin: Perempuan

Agama : Islam

Prodi : Tadris Bahasa Inggris (TBIG)

Fakultas : Tarbiyah dan Keguruan

Telp : +62 821-4395-8409

Alamat : Ladan, Kec Palmatak,

Kab Kepulauan Anambas, KEPRI

Riwayat Pendidikan Formal

Jenjang Pendidikan	Tahun Masuk	Tahun Lulus	Nama Sekolah /Perguruan Tinggi	Bidang Study
PAUD	2009	2010	PAUD Asri Ceria Dini	
SD	2010	2016	SDN 001 Ladan	
SMP	2016	2019	SMP N 1 Palmatak	
SMK	2019	2022	SMK Darussalam	Tata Busana
S1	2022	2026	Universitas KH. Mukhtar Syafaat	Tadris Bahasa Inggris


UIMSYA
2026
KH. MUKHTAR SYAFAAT UNIVERSITY