

CHAPTER I

INTRODUCTION

1.1 Background of the research

English is a global language used in various fields of life, including education. This language has become one of the most important academic disciplines today (Saroh, 2022). Along with technological advances, English language learning has also developed rapidly. English language learning is often limited to face-to-face learning or the use of textbooks. However, thanks to technology, learning techniques can now be applied more freely and interactively, especially in terms of assessment.

Technology is a tool used to create devices, frameworks, or methods that can solve problems easier and faster. In the context of English language learning, technology is used to convey information, and also has a major impact on the evaluation process. The application of technology requires effective teacher integration. To measure learning outcomes and increase student engagement, teachers must create more interesting assessment techniques, one of which is by utilizing technology. Teachers can increase student engagement, encourage teamwork in the classroom, and gain a deeper understanding of their needs with the use of digital assessments (Voss, 2021).

Assessment is the process of collecting and analyzing data to assess the achievement of expected learning objectives or outcomes. In the context of English language learning, the limited use of technology in the assessment process is one of the obstacles to achieving effective learning. Teachers' initial understanding of the concept of assessment and their ability to provide feedback during the learning process greatly affect the quality of teaching (Kvasova, 2022). However, many educators still rely on written tests and other traditional forms of assessment, which tend to be less engaging and less effective in encouraging student participation and motivation. One important

aspect assessed in English language learning is vocabulary mastery, which plays a major role in overall language ability.

English vocabulary learning is a crucial aspect in overall language acquisition. Vocabulary is the basis of communicative competence because it affects all language skills, such as speaking, listening, reading, and writing (Schmitt, 2023). The level of vocabulary mastery is directly proportional to a person's ability to understand and use language effectively. Therefore, vocabulary learning is not just memorizing, but also includes the ability to understand meaning, use words in context, and produce active language in real situations. To support this process, technology can be utilized in vocabulary assessment to increase the effectiveness, interactivity, and involvement of students in learning.

Technology is essential to improve the standard of English language assessment, especially in vocabulary learning. Technology must be used effectively and appropriately. Technology can facilitate collaborative learning, increase student engagement, and provide instant feedback (Wang et al., 2023). Digital tools such as Socrative are one of the most widely used technological advancements in assessment. Socrative is a premium or freemium internet platform (Kolisnyk et al., 2022). To get the most out of Socrative in the English learning process, it is important to understand how students perceive it. Positive perceptions can increase student engagement, motivation, and learning outcomes. Conversely, negative opinions can hinder the use of this socrative.

There are several studies that reveal the use of Socrative applications, including students' perceptions of the use of technology in English learning, English learning using digital media, and the use of Socrative in assessing English learning. Research on students' perceptions of the use of technology in English learning are, Elisa (2023), Iven & Polakova (2023), Jupakkal (2023). After that, regarding English learning using digital media there are, Obojska & Vaiouli (2023), Nasution (2022), Ly et al. (2024). Furthermore,

regarding the use of Socrative in assessing English learning including, Putri et al. (2023), Kolisnyk et al. (2022), Almanar & Nabila (2022), El Shaban (2021).

Research on the use of technology in English language acquisition, especially in vocabulary assessment, has three main issues. First, studies such as Elisa (2023) and Iven & Polakova (2023) only look at how students perceive Socrative. They do not look at how well Socrative helps in English vocabulary assessment. Second, research on digital media (Nasution, 2022; Ly et al., 2024), they tend to ignore how vocabulary assessment methods can be adjusted to what students need. Third, research on Socrative (Putri et al., 2023; Kolisnyk et al., 2022) analyzes how effectively Socrative supports comprehensive vocabulary learning assessment, but their research concentrates more on its technical specifications.

This study aims to determine students' perceptions of the use of Socrative as an assessment tool in English language learning, especially in vocabulary learning. Previous studies have shown that the use of Socrative can improve students' motivation and academic achievement. However, there are still limited studies that specifically examine how students view Socrative as an assessment medium in the context of English language learning. Therefore, this study aims to fill this gap and is expected to contribute to the development of more creative, interactive, and relevant assessment strategies to students' needs.

1.2 Identification of Issue

In English learning, collaboration between teachers and students is very much needed. Language skills can be acquired through effective assessment. As one of the assessment tools, Socrative can increase student motivation and involvement in the assessment process in the classroom. Socrative also emphasizes the importance of technology in English learning, especially in vocabulary teaching assessment. Thus, collaboration between

teachers and students with Socrative as an assessment medium can help overcome difficulties in English learning.

Phenomena:

- 1) Lack of teacher training in using assessment technology.
- 2) Lack of student information regarding the use of technology as an assessment medium.
- 3) Lack of feedback obtained by students from the assessment
- 4) Lack of student confidence in using technology.

1.3 Limitation of the research

The main purpose of this study is to examine comprehensively how students perceive the use of Socrative as an assessment medium in learning English comprehension. By limiting this study to the aspect of student perception, this study avoids the complexity of technical issues, teachers' views, and their impact on overall learning outcomes, all of which require separate studies. Socrative was chosen because of its potential to make students more motivated and enthusiastic in taking the assessment. To significantly assist in creating an efficient assessment technique for learning English vocabulary, this study attempts to present a clear and comprehensive picture of students' perspectives.

1.4 Research Questions

To better understand how Socrative is used in vocabulary assessment and how students perceive its use, research questions were developed based on the background and focus of the study. The following are the research questions:

- 1) How does Socrative work as an assessment in vocabulary learning?
- 2) What are students' perceptions on the use of Socrative as an assessment in vocabulary learning?

1.5 Aims of the Research

In accordance with the problem formulation that has been prepared, the aims of this research are:

- 1) To identify how Socrative work as an assessment in vocabulary learning.
- 2) To find out how students' perceptions in using of Socrative as an assessment in vocabulary learning.

1.6 Significance of the research

This study has important theoretical and practical implications on how technology is used in the assessment of English language learning, especially vocabulary, both for teachers as assessors and students as participants in the learning process.

- 1) Teacher can more quickly and accurately identify students' areas of difficulty using the results of Socrative evaluations, which allows them to adapt their teaching strategies to each student's needs. Socrative also makes it easier for teachers to do ongoing formative assessments, which enables them to provide timely feedback that enhances student learning. Teachers should utilize this research as a foundation to effectively integrate digital technologies into their assessment processes and emphasize active learning.
- 2) This study demonstrates how Socrative can enhance students' sense of responsibility for their learning and engagement. Because the rapid feedback feature encourages students to immediately recognize and correct errors, they are actively engaged in the vocabulary acquisition process. Furthermore, this technology-based learning experience can increase student motivation by enhancing learning through engagement, interaction, and relevance to a familiar digital world. Thus, students develop independent learning skills alongside new knowledge, which are essential for successful long-term language acquisition.

1.6.1 Theoretically Significance

The purpose of this study was to determine how students perceive the use of Socrative as an assessment for vocabulary learning, as well as to increase our knowledge about the role of technology. The results can provide new insights into how Socrative affects student motivation and engagement, and offer contributions to building a more innovative and student-centered English learning process.

1.6.2 Practically Significance

This research has a significant impact on the formation of new approaches in English language assessment. This research can help English teachers in understanding how technology is used effectively in assessment and student-centered. This research also provides information on how Socrative works, which can improve assessment and evaluation of learning. Thus, this research contributes to the development of more creative and effective assessment methods in English vocabulary learning.

1.7 Theoretical foundation

To support the rationale of this research, a thorough understanding of the key concepts that are the focus of this study is necessary. The theoretical explanation covers several important aspects, ranging from the general concept of assessment, vocabulary learning in English, the role of technology in assessment, to the use of the Socrative application as an assessment tool in English vocabulary learning. Each of the following subsections will outline theories and perspectives from relevant experts to strengthen the foundation of this research.

1.7.1 General Concept of Assessment

Assessment is an important component in the learning process because it functions to identify weaknesses, needs, and student development in understanding learning materials. According to Hughes (as quoted in Syahril, 2021), assessment is the process of collecting information used to assess students' abilities in achieving certain learning objectives. This process is

carried out during learning activities and is based on the use of appropriate assessment instruments and techniques. Teachers play a strategic role in implementing assessments, especially in providing feedback that helps students know to what extent they have achieved learning objectives. In line with that, Prastikawati et al. (2020) stated that assessment is an ongoing process that includes various forms of evaluation in the context of student learning.

Assessment also serves as a tool to collect valid and reliable data related to learning attitudes, academic performance, and student development in order to improve the quality of the teaching and learning process (Wiyaka & Prastikawati, 2021). Assessment can also help teachers identify the talents and skills of their students, as well as encourage students to think critically and develop more effective learning strategies through evaluations delivered to students.

Assessment is also an important part of the learning process and for other learning components. Teachers who use assessments must know how assessments help their students (Firdaus et al., 2022). This is achieved through refinement so that assessments become more creative and not boring. In addition, effective implementation can help students get feedback after learning activities.

1.7.1.1 Types of Assessment

An important component of the learning process is assessment, which establishes how well pupils have met learning goals. When it comes to language acquisition, evaluation aids teachers in evaluating the progress of their students and modifying effective teaching methods.

The assessment method employed in this study has to do with vocabulary acquisition using technology, particularly Socratic. Therefore, the foundation for examining how these apps are utilized in the learning evaluation process is an awareness of these kinds of evaluations. The types of assessments commonly used are formal and informal assessments, as well

as formative and summative assessments (Brown and Abeywickrama, 2019).

Standardized tests or exams are typically used in formal assessments to objectively measure student achievement. These assessments, which typically have specific grading rules, are used to verify student competency or assign final grades. In contrast, informal assessments occur continuously during routine teaching and learning activities and are more flexible. Teachers can gauge student competency through observation, oral questioning, or classroom activities without having to adhere to strict assessment techniques. Both assessment methods provide a comprehensive picture of students' vocabulary skills.

Furthermore, assessments can be divided into formative and summative categories. Formative assessments are used to track student progress and provide feedback that helps them better understand the material over time. Summative assessments, on the other hand, are used to evaluate how well learning objectives have been achieved at the end of a learning session. These two assessment styles can be successfully combined when using Socrative because the platform allows teachers to use interactive quizzes as both formative exercises and summative final exams. Thus, Socrative has the potential to be an effective evaluation tool that encourages individualized learning.

1.7.1.1.1 Formal Assessment

Systematic and standardized assessments designed to measure student learning outcomes, and based on previously established standards, are called formal assessments. Written exams and standardized tests are two examples of assessments that are often used to obtain accurate and measurable data. Nurhayati et al. (2020), formal assessment is a systematic data collection process used to ensure and record student understanding. In addition, this assessment can measure

student progress using standard instruments. Conclusions are prepared in the form of written files, and scores are given in numerical form.

Formal assessments are used in vocabulary acquisition to measure students' success in achieving specified learning objectives. Assessing students' understanding of a subject can be done in a modern way using technology, usually in the form of tests or quizzes with clear assessment indicators. Through assessments, teachers can gain a comprehensive understanding of how well students understand and use the terms they have been taught.

Formal assessments are conducted using the Socrative digital platform. To meet learning objectives, teachers create various question formats, such as multiple-choice, true-false, and short-form questions. Socrative simplifies and accelerates student assessment by facilitating online testing and offering instant, automated results. Due to its methodical assessment capabilities, Socrative is used as a formal assessment tool in addition to its formative role.

1.7.1.1.2 Informal Assessment

Informal assessment is a more adaptive and unstructured evaluation style that can be used in everyday classroom interactions. Informal assessment is the process of helping students recognize their learning by pointing out problems and offering solutions. Informal assessment provides constructive answers to learning challenges while concentrating on student requirements. At the end of the lesson, an informal assessment is carried out without recording results or evaluations. Informal assessment and formative assessment can be used interchangeably, although they cannot be used simultaneously.

Observing how students use new terms during learning exercises, answering short questions in class, or simply responding to student comments can all serve as informal assessments of vocabulary mastery. Teachers use this information to modify their teaching strategies

without undergoing formal evaluation procedures. One of the main advantages of this type of assessment is that it allows for immediate feedback and an active relationship between students and teachers.

Socratic is usually used as a formal assessment tool. Certain capabilities, like Quick Questions, allow teachers to ask spontaneous questions without having to prepare an exam beforehand. This illustrates the benefits of informal assessment, which allows teachers to quickly and naturally gauge their pupils' understanding. As a result, Socratic promotes the use of both official and informal assessments in flexible and online vocabulary learning.

1.7.1.1.3 Formative Assessment

Formative assessment is used to determine student progress and provide constructive criticism during the learning process. Formative assessment assesses students' learning abilities and skills to move on to the next stage (Brown & Abeywickrama, 2019). This assessment focuses on students' needs for learning problems and feedback. In addition, teachers and students can collaborate to achieve shared learning and knowledge goals, which will help formative assessment to be successful.

Formative assessments for vocabulary development can take the form of short exercises, direct questions, interactive tests, or student reflections on the subject matter. To better meet students' needs, teachers modify strategies, tactics, or teaching materials based on the data obtained from these assessments. Furthermore, formative assessments help students become more engaged learners and more aware of their own development.

Socratic was utilized as a formative assessment tool in this study because it gives students instant feedback when they respond to questions. Socratic lets teachers keep an eye on students' comprehension throughout the learning process with features like

instantaneous results and real-time feedback. Socrative is therefore a very pertinent method for formative evaluation in vocabulary learning.

1.7.1.1.4 Summative Assessment

Students' knowledge at the conclusion of their schooling is calculated or summarized as part of summative assessment. The summary contains details about the students' learning and demonstrates the degree to which they have achieved the learning goals. Final exams, papers, final assignments, midterms, and so on are examples of summative assessments. Summative assessment is very important to provide a broad picture of student learning progress, especially in large-scale learning environments.

Summative assessments used in vocabulary learning can take the form of final exams, projects, or quizzes that measure how effectively students have learned the material over a specific period of time. These assessment results help teachers gauge students' understanding of the subject matter and the effectiveness of their teaching. Therefore, summative assessments are crucial to the decision-making process in education.

In addition, Socrative is used as a summative assessment tool, particularly when teachers administer quizzes to students after they have completed learning materials. The results of these tests serve as the basis for evaluating students' final language acquisition proficiency. This demonstrates that Socrative can serve as a useful, organized, and effective summative assessment tool, as well as a formative assessment tool.

1.7.2 Vocabulary Learning

Vocabulary learning is a crucial component in learning English. Writing, reading, speaking, and listening skills are greatly influenced by successful vocabulary mastery. According to Nation (as cited in Meara, 2021), vocabulary learning consists of two main aspects, namely recognition

and production, which involve the ability to recognize and understand the meaning of words when hearing or reading and involve the use of the words. Effective vocabulary learning includes not only the introduction of new words, but also the application of strategies that help master words in a broader context.

The relationship between assessment and English language learning is very close because assessment is important to measure the extent to which students' English skills have been learned. Assessment can be used to assess student progress, find areas that need improvement, and provide useful feedback to improve their English skills. Richards and Renandya (2021) stated that assessment is an important part of language learning, especially vocabulary learning, because it allows for more targeted and effective teaching. Assessment can be in the form of formative tests that are carried out periodically to monitor student progress or summative tests that are used to evaluate final achievement after learning is complete.

Technology can be extremely beneficial in the English language learning process. There are various types of technology, one of which is websites. One such website is "Socrative," which offers useful features for practicing students' English vocabulary while also serving as an English vocabulary assessment tool. Socrative offers quizzes, real-time monitoring, and even feedback, thus engaging students. By using these features, teachers can monitor their students' vocabulary development more efficiently.

Technology-based assessments also encourage student engagement and self-directed learning. When students receive immediate feedback on vocabulary assignments, they are more likely to reflect on their mistakes and take responsibility for their own progress. For long-term retention, tools like Socrative support repeated exposure to target vocabulary in a variety of contexts. Therefore, vocabulary assessments are not only a method for measuring students' learning levels, but also an effective tool for reinforcing

learning and increasing students' confidence in using new words correctly and accurately.

1.7.3 The Role of Technology in Assessment

Technological advances can help educators provide accurate information, including in assessments. Examples of technology used for assessment include online learning platforms such as Kahoot, Socrative, and Quizizz. To assess student learning activities, online formative assessments collect and analyze data to identify previous learning outcomes and expected future learning outcomes. The internet and technology are used to do this online (Putri, 2022).

Technology plays an important role in ensuring that assessments are in line with the needs of modern education, making learning more accessible and interactive. Technology allows educators to assess students more comprehensively and accurately, which increases the efficiency, objectivity, and personalization of assessments. Technology-based assessments help understand students' broader competencies, such as creative, cognitive, and collaborative (Boud and Soler, 2022). Teachers may design a dynamic and adaptable learning environment that fits the varied characteristics of their students by leveraging assessment technologies.

Assessment has unique difficulties when the teaching and learning process is put into practice (Sudakova et al., 2022). Therefore, teachers must pay attention to the learning media that will be used for assessment in order to overcome these problems. The use of technology can support assessment in English language learning. Various digital tools and online applications can help interactive assessments and provide direct feedback to students. For example, tools such as Socrative allow teachers to conduct online tests or quizzes and see the results in real time.

1.7.4 Socrative as an Assessment in Vocabulary Learning

A digital platform called Socrative was created to facilitate assessment in both online and face-to-face learning. Socrative is an online platform that

can be used as an evaluation tool using a web browser connected to the internet (Alharbi & Meccawy, 2020). Socrative provides instructors with the tools they need to administer tests, questionnaires, and game-based activities to efficiently track, measure, and evaluate student progress. Socrative is a versatile and interactive formative assessment technique used in English language teaching that helps teachers adapt to students' needs and create a more collaborative and cooperative learning environment.

One of Socrative's advantages is its ability to provide rapid feedback to students. Instant analysis of assessment results allows teachers to evaluate students' understanding and adjust their teaching methods. The "Space Race" feature adds a gamification aspect that instills a passion for learning through a fun and competitive approach, while features like "Exit Tickets" allow teachers to evaluate students' understanding of the material. Safitri (2021) supports this opinion by finding that Socrative significantly helps students improve their comprehension in learning English.

Socrative can be used by teachers to provide formative and summative vocabulary learning tests. This app allows teachers to monitor student progress throughout the learning process and evaluate final learning outcomes. Students can work on assignments individually or in groups, depending on the quiz option they choose. Students can review their answers and use them as feedback to improve their understanding. Socrative encourages independent, self-directed learning.

This study measured students' vocabulary skills and investigated their perceptions of using Socrative, a digital assessment tool. Socrative is a useful assessment tool in the digital age due to its accessibility, interactivity, and real-time feedback. This technology integration not only enhances the effectiveness of learning assessment but also enriches the students' overall.

1.7.5 Socrative features

The assessment process in learning, particularly vocabulary assessment, is supported by a number of features provided by Socrative. These features

aim to increase student interest in the assessment process, increase student engagement, and provide instant feedback. Space race, exit tickets, interactive quizzes, and quick questions are just some of the elements Socrative offers to make the assessment process more enjoyable and productive.

By using Socrative for vocabulary assessment, teachers can better monitor and analyze student learning outcomes while creating a more engaging and enjoyable learning environment. With the help of a digital assessment system, students can actively participate in every step of the assessment, transforming them from passive subjects into active learners. As a result, students are more motivated to understand and master the terminology they are learning.

Additionally, students are encouraged to immediately reflect on their talents by the system's quick feedback. Students can swiftly spot and fix mistakes when they know their answers instantaneously, which eventually improves their metacognitive awareness of the learning process. As a result, adding Socrative to vocabulary tests enhances student-centered learning while simultaneously increasing evaluation effectiveness. The following are Socrative's features.

1.7.5.1 Interactive Quizzes

There are many features available in Socrative, including multiple choice, true/false, and short answer questions. Using various forms of quizzes, teachers can evaluate their students' vocabulary, grammar, and reading comprehension. For example, teachers can use multiple choice assessments to directly assess students' vocabulary or reading comprehension. This feature facilitates comprehensive formative assessment. Quiz results can be reviewed immediately to provide feedback to students.

Teachers can swiftly assess student progress and pinpoint areas for development thanks to Socrative's real-time results presentation feature. In vocabulary acquisition, where students' comprehension might differ

from concept to concept, this is very advantageous. Teachers may provide focused follow-up learning, like extra practice or re-explaining information that hasn't been learned, using precise and real-time outcomes data.

Furthermore, using Socrative for assessments results in a more engaging and effective educational process. Through their comments, students participate in a reflective learning process while also being evaluated. Students' confidence in their ability to improve their language skills, especially vocabulary, is strengthened by this quick and responsive interaction. Therefore, incorporating technology like Socrative into exams improves the overall quality of the learning experience while enhancing the effectiveness of assessment.

Furthermore, integrating Socrative into classroom assessments fosters a more engaging and student-focused learning environment. Teachers can transform standardized tests into opportunities for active learning and teamwork by integrating technology with educational goals. Students can participate in the process, think critically, and gain knowledge. Because the platform is accessible via computer or mobile device, students can complete assessments anytime and anywhere, enabling flexible learning. Socrative provides a dynamic learning environment that supports students' motivation, independence, and long-term language development, while also improving the accuracy and efficiency of vocabulary assessments.

1.7.5.2 Exit Tickets

Exit tickets are a An exit ticket is a quick evaluation tool used at the end of a session to determine how well students have understood the material taught by the teacher. Exit tickets allow teachers to ask reflective questions at the end of a lesson, such as "What did you learn today?" or "What is still confusing to you?". This feature helps teachers assess the success of the lesson and plan more effective follow-up. This

feature also helps teachers assess the effectiveness of teaching and student readiness for the next material.

Through the use of exit tickets, students have the chance to honestly and directly reflect on their learning. Students are encouraged to reflect critically on their learning and pinpoint areas they do not understand by responding to reflective questions. This technique helps students become more self-aware of their own learning requirements and progress in addition to helping teachers assess learning results.

Teachers can also utilize the data gathered from exit tickets to create new teaching methods in the future. For instance, if several students say they are still unclear about a certain vocabulary term, teachers might go over or go further into the subject in the following class. Exit tickets thereby operate as a link between subsequent learning sessions, enhancing the process' sustainability, responsiveness, and customization to the real needs of the students in the classroom.

1.7.5.3 Quick Questions

The purpose of this socrative is to ask impromptu questions during learning. The type of questions, such as direct conversation or direct opinion. This feature can increase student engagement and reduce student anxiety.

Teachers can foster a more responsive and interactive classroom environment by allowing students to respond directly and spontaneously to questions. Prompt questions force students to think quickly, voice their opinions, and participate in class discussions; This is especially beneficial for vocabulary learning because it encourages students to use new words in context rather than just memorize definitions.

Furthermore, students frequently experience less stress when taking formal assessments thanks to Socrative's use of impromptu questions. Students are less afraid to voice their opinions because answers are given in real time and are not rigidly assessed. This fosters a more encouraging

and welcoming classroom where each kid is respected and allowed to grow at their own rate.

Assessment is also divided into two types: formative and summative. Formative assessment is used to track student progress and provide feedback that helps them understand the material better over time. Summative assessment, on the other hand, is used to determine how well learning objectives have been achieved at the end of a learning session. These two evaluation methods can be combined effectively because Socratic allows teachers to use interactive quizzes as both formative exercises and summative final exams. Therefore, Socratic can be a useful evaluation tool for promoting personalized learning.

1.7.5.4 Space Race

Space Race is a team-based activity where students compete against each other to complete quizzes through interactive games. Competitive component encourages students to learn, especially in learning English vocabulary. This competitive game feature aims to encourage students to work together. Space Race is a fun way for English teachers to test students' understanding of idioms, synonyms, or sentence structures.

Students are also encouraged to work together as a team in the Space Race. This function not only teaches a new language but also teaches students how to plan, communicate information, and help each other achieve a common goal. This demonstrates how using Socratic to assess students' individual intelligence can also help them develop social skills.

Space Race is a fun and useful assessment tool for English teachers to measure students' vocabulary knowledge, particularly when it comes to vocabulary. The assessment process no longer feels rigid, which can increase students' positive perceptions of vocabulary learning in the classroom.

1.7.5.5 Instant Feedback

One of the advantages of Socrative is that it provides immediate feedback. Teachers may be able to see problem areas faster as a result. This quick feedback can encourage students to immediately correct their mistakes, which can also increase the effectiveness of learning. Teachers can adjust the learning strategies needed by students. This tool helps students correct mistakes directly and speeds up the evaluation process.

Socrative's feedback tool also encourages students to promptly recognize and fix their mistakes. In addition to avoiding recurring mistakes, this raises student accountability and involvement in the evaluation procedure. As a result, learning becomes more effective.

Teachers can also modify their assessment methods based on student performance thanks to Socrative's immediate feedback feature. By speeding up the assessment process, Socrative frees teachers and students to focus on honing specific skills, rather than simply waiting for delayed assessment results.

Additionally, Socrative's instantaneous feedback promotes a more participatory learning environment. Pupils take an active role in their education rather than just passively receiving the outcomes of assessments. Real-time responses allow them to reflect on themselves and pinpoint certain areas that want improvement. The growth of independent learning, in which students assume more accountability for their own development, is encouraged by this. Students who actively participate in class not only improve their vocabulary but also gain confidence in their ability to use the language.

Data-driven teaching methods are encouraged when Socrative is used. Because they have access to comprehensive information and analytics on student performance, teachers are able to see typical mistakes or misconceptions in the class. This enables teachers to modify their methods of education to better suit the needs of their students, for as

by offering differentiated instruction or focused practice. Thus, in addition to streamlining the evaluation procedure, Socrative also encourages ongoing enhancements to the efficacy of instruction and learning.

1.7.6 Benefits of Socrative

Socrative is one of the technologies developed to make learning more efficient and interesting. According to Roviqoh (2021), the use of Socrative in education can increase student motivation and create collaboration between teachers and students. Socrative's advanced features can make students actively participate in learning. This feature not only makes them more interested but also allows teachers to evaluate student understanding more quickly. Multiple choice, short answer, and true-false questions are among the question types that teachers might modify to fit the intended learning objectives.

According to Nugraha (2021), Socrative has proven effective in measuring student understanding, because this platform provides data that can be easily analyzed. Teachers can conduct a more comprehensive analysis of student learning outcomes by downloading student assessment reports in Excel format. This information can be used to analyze necessary remedial activities or offer additional support to students who need it.

In terms of learning assessment, Socrative has a number of advantages, especially when it comes to teaching vocabulary. Teachers may quickly build interactive tests using this program and show them to students in real time. Teachers may now immediately monitor student replies and give immediate comments, which streamlines the assessment process. Socrative is therefore a tool for active learning that promotes student participation in addition to being an assessment tool.

The capacity of Socrative to provide automatic answers is one of its main advantages. Teachers don't have to go over each student response one at a time since the system aggregates and analyzes them. Teachers can save

time and effort by more readily identifying kids who require further help with language learning. Furthermore, immediate evaluation results enable pupils to make individual development and promptly discover their areas of weakness. Socrative improves student motivation and concentration throughout the learning process in addition to efficiency.

Another advantage is its flexibility. Socrative is available on various platforms, such as PCs, tablets, and smartphones. It can be used both inside and outside the classroom. Therefore, teachers and students can administer tests whenever and wherever needed. With all these advantages, Socrative has proven to be a practical tool to support vocabulary acquisition and assessment in a modern and practical way.

1.8 Previous Research

The author collects several references from previous studies to support this research. There are several previous studies related to this research.

The first research was conducted by Putri, D. M., et.all (2023), "Socrative as an Online Formative Assessment to Improve Reading Comprehension" is the title of the study published in SALEE: Applied Linguistics and English Education Studies. This study focuses on the use of Socrative as a formative assessment method to improve students' understanding of what they read. The results of the study show that Socrative offers a dynamic and non-boring assessment method, and makes students more likely to easily understand reading materials. This study also shows the flexibility of Socrative to be used in various other language learning contexts, such as teaching vocabulary and writing skills. This provides educators with broad insights into how technology can be used to support assessment in English language learning.

The second previous study was conducted by Kornyska, Y., et.all (2022), with the title of the research, namely "Socrative as a formative assessment tool in English courses for specific purposes". This study focuses on how Socrative is used in ESP classes. The findings of the study indicate

that Socrative improves instructors' understanding of students' understanding of the lesson while increasing student engagement. Students were more motivated because they could participate in the assessment process in a more engaging and tailored way. This means that the use of technology in assessment can be integrated with ESP learning, which often requires specific strategies depending on the circumstances.

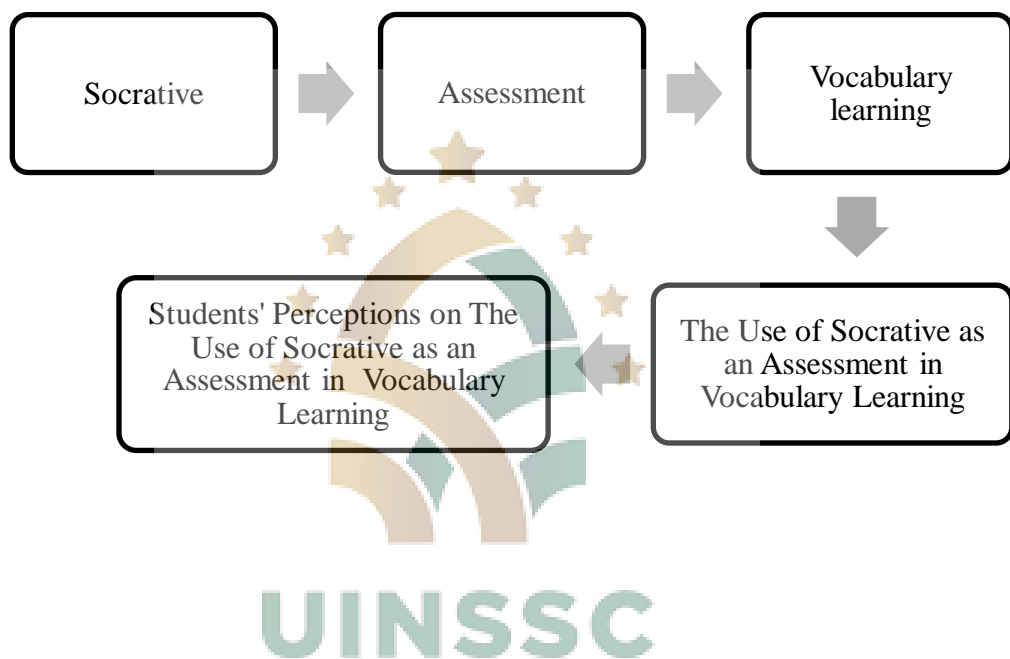
The third study was conducted by Almanar, M. A., & Nabila, H. (2022). This study is entitled "The Effectiveness of Socrative Application for Formative Assessment in Vocabulary Teaching at SMPN 16 South Tangerang City". The main purpose of this study was to find out how well vocabulary teaching in junior high schools using the Socrative application. To find out how Socrative affects student learning outcomes, this study was conducted. Based on the results of the study, students' understanding and retention of new vocabulary were much better using Socrative. Because the assessment activities are fun and not monotonous, students are more interested and motivated to follow them. The author also said that Socrative makes it easier for teachers to track student progress individually and collectively.

The last previous study was conducted by El Shaban, A. (2021). This study is entitled "Utilizing Socrative in ESL Classrooms: Towards Active Learning". This study aims to investigate how Socrative can facilitate active learning in ESL (English as a Second Language) lessons. The research findings show that Socrative increases students' motivation to take part in class evaluations. This is mainly due to its features that allow students to receive direct feedback. Socrative also helps teachers create a fun and collaborative learning atmosphere, which makes students more confident to participate. This study shows that the use of technology such as Socrative can make assessment in learning more interesting.

This study focuses on junior high school students in Indonesia, while previous studies that I found focused on college students. This study also seeks to understand how students view the use of Socrative as an evaluation

tool in English vocabulary acquisition. There is also a gap in this research because this study looks at how students view Socratic as an evaluation tool and how Socratic helps students and teachers work together in the classroom to acquire English vocabulary.

1.9 Frame of Thought



1.10 Research Methods

This study examines students' perceptions of the use of Socratic as an assessment in vocabulary learning, using a qualitative approach and a case study design. To obtain a more complete and in-depth picture, information was collected through questionnaires, interviews, classroom observations, and documentation.

The validity and reliability of the research findings are strengthened by triangulation, which is made possible by the employment of several data collection procedures. The researcher can confirm the veracity of students' perceptions and find recurring trends by comparing data from surveys, interviews, observations, and documentation. A more balanced and reliable knowledge of how Socratic works as an assessment tool for vocabulary

learning is consequently provided by this thorough method, which guarantees that the results do not rely exclusively on one source of information.

A qualitative case study design also allows the researcher to investigate students' experiences in an actual classroom setting. This study places more emphasis on the interpretation and significance of students' answers and actions than it does on numerical statistics. This method allows the researcher to understand the subtleties of students' motives, attitudes, and difficulties with Socrative. Thus, the study not only demonstrates how well Socrative works as a technological evaluation tool, but it also sheds light on how it affects student involvement and learning results.

1.10.1 Research Design and Steps of The Research

This study used a case study design and qualitative methodology. The purpose of this study was to determine students' perceptions of the use of Socrative as an assessment in vocabulary learning. This approach allows researchers to collect information comprehensively, gain a deeper understanding and offer a more comprehensive perspective. Karunarathna et al. (2024) assert that case studies offer a comprehensive examination and understanding of a particular individual, group, or occasion. This method was chosen because it can meet the researcher's objectives, namely to answer the research question about how students view the use of Socrative.

Researchers were also able to directly examine student experiences through observation, interviews, and documentation thanks to a qualitative case study methodology. The information collected was not only descriptive but also reflected students' opinions, sentiments, and attitudes toward using Socrative as an assessment method. This helped researchers gain a comprehensive picture of how students perceive Socrative and how this technology works in assessing vocabulary learning.

This research is adapted from Alzahrani, H. M. (2022), which consists of several steps:

- 1) Topic Selection

- 2) Research Design
- 3) Selection of Participants
- 4) Data Collection
- 5) Data Analysis
- 6) Interpretation of Results
- 7) Making Reports.

1.10.2 Source and Types of Data

Data from seventh-grade students was collected through questionnaires, interviews, classroom observations, and documentation. The data used consisted of primary data obtained directly from students and secondary data obtained from additional sources, including lesson plans and interview transcripts.

The integration of primary and secondary data enables academics to get a more thorough and profound comprehension of how students see the use of Socratic. Because information gathered from several sources is not derived from a single approach or viewpoint, triangulation of data sources can improve the validity of study conclusions. Incorporating quantitative survey data with qualitative interviews and observations allows researchers to make sure that the findings accurately represent students' opinions, experiences, and reactions to the use of Socratic in the classroom for vocabulary instruction.

1.10.2.1 Data source

Data from various sources will be collected for this study, in order to provide a complete picture of students' perspectives on the use of Socratic as an assessment in learning English vocabulary at the junior high school level. The main data sources are:

- 1) Junior high school students in grade 7: Questionnaires and interviews were distributed to them regarding the use of Socratic as an assessment in vocabulary learning

- 2) Documentation: The documents analyzed are interview transcripts, teacher lesson plans or other data relevant to the study.
- 3) Classroom observation: Classroom observation is conducted to observe the interaction between teachers and students during the assessment process.

1.10.2.2 Data Type

Data sources can be broadly divided into several groups. The following are data groups divided into two groups based on acquisition methods, namely:

1.10.2.2.1 Primary Data

Direct information that has not been changed or published is called primary data. The reason I took this primary data is because primary data is obtained directly from the source, and the integrity of the information is maintained.

1.10.2.2.2 Secondary Data

Secondary data is information collected from books, journals, and other sources that can be used to support or complement this research.

1.10.3 Data Collection Techniques and Instruments

This study uses qualitative methods. Qualitative methods collect data through various techniques, including questionnaires, in-depth interviews with students, documentation, and observation (Dudi, 2024). Qualitative research interviews and observations are used to collect stories from individuals and groups that describe, explain, and explain the situation being investigated (Mowat, 2022).

1.10.3.1 Questionnaire

More general information was gathered using a questionnaire to determine how students felt about using Socrative as a vocabulary

assessment tool. The questionnaire consisted of closed and open-ended questions that were created based on indicators of student perception, including ease of use, learning motivation, emotional engagement, and how well Socratic improved vocabulary knowledge.

The categories strongly disagree, disagree, agree, and highly agree were used to ask respondents how much they agreed with the statement. The type of questionnaire used was the Likert Scale for closed items. Meanwhile, open-ended questions were used to obtain more detailed and exploratory responses from students about their Socratic experiences.

This questionnaire was distributed to all 7I grade students as the main participants in the research, in order to obtain more representative data and as a comparison to the results of interviews and observations.

1.10.3.2 Interviews

Interviews provide in-depth insights into a person's experiences, views, and feelings. I chose interviews as the data collection technique for this study because I was able to ask clear questions and meet the interviewees face to face. According to Karunaratna et al. (2024), conducting interviews which entails asking respondents direct questions and documenting their answers is a crucial data collection technique.

The type of interview used in this study was a semi-structured interview. Researchers can ask any questions the respondents want during this interview to get comprehensive information from them. This method is used to investigate how students perceive and understand the application of Socratic in English learning. The students interviewed will only be taken 3 students from class 7I as representatives, namely 1 top-ranked student, 1 middle-ranked student, and 1 last-ranked student in the class.

1.10.3.3 Documentation

This instrument is used to obtain more data that can help researchers in comparing data collected from previous instruments. The documents

analyzed are in the form of interview transcripts, teacher lesson plans or other data relevant to the research.

Additionally, this technology allows researchers to triangulate results by cross-referencing data from surveys, interviews, and classroom observations. Using document analysis, researchers may verify if data from numerous sources is consistent or highlight discrepancies. This process improves the validity and dependability of the study findings because conclusions are not based on a single data source but rather are backed by a range of evidence.

Researchers can also better understand the context of the teaching and learning process by examining documents like teacher lesson plans and interview transcripts. While interview transcripts show the viewpoints and experiences of participants, lesson plans include details on instructional objectives, evaluation techniques, and learning activities. Researchers can gain a more thorough and comprehensive picture of the research problem by combining these documents with data from other instruments.

1.10.3.4 Observation

Observation is one of the research instruments used to collect complete and detailed information. Observation allows researchers to observe interactions and behavior directly, thus providing an authentic picture of the situation being studied. The type of observation used is the Observation Checklist. Researchers only observe how students engage with Socrative media during the learning process, not actively participating in any student activities (Merriam & Tisdell, 2021). This observation checklist includes indicators of student interaction with Socrative, such as level of engagement, reaction to features, and understanding during the learning process. Observations were carried out in several learning sessions using Socrative activities.

Observation is one of the research instruments used to collect complete and detailed information. Observation allows researchers to observe

interactions and behavior directly, thus providing an authentic picture of the situation being studied. The type of observation used is the Observation Checklist. Researchers only observe how students engage with Socrative media during the learning process, not actively participating in any student activities (Merriam & Tisdell, 2021). This observation checklist includes indicators of student interaction with Socrative, such as level of engagement, reaction to features, and understanding during the learning process. Observations were carried out in several learning sessions using Socrative activities.

1. 10.4 Data Analysis Techniques

A data analysis procedure that enables the identification of themes and the development of several hypotheses based on the data is the sorting or grouping of data into fundamental descriptive categories and units. Sugiyono (cited by Dudi, 2024) asserts that in order to make data analysis more comprehensible, there are three methods for doing so: data reduction, data display, and conclusions.

1.10.4.1 Data Reduction

Researchers must be careful in processing data. Reduction means summarizing, choosing the right topic, focusing on the discussion of important topics, and analyzing patterns so that data can be presented more clearly, making it easier for researchers to find other data if needed (Dudi, 2024).

At this point, important and useful information is kept while repetitious or irrelevant data is eliminated. This helps avoid data overload and enables researchers to focus on information that is actually pertinent to the goals of the study. Furthermore, data reduction is done continuously during the study process rather than just once. In order to stay focused on important problems and new trends, researchers constantly examine, edit, and rearrange the data as it is gathered.

1.10.4.2 Data Display

After being reduced, data can be displayed using diagrams, graphs, pie charts, and others. Data must be integrated and organized in a structured way to make it easier to understand. Data presentation can also be done in a narrative manner in the form of explanations or text descriptions. This shows that in addition to using narrative methods in the form of text descriptions, researchers can also use diagrams, networks, and matrices.

After being reduced, data can be displayed using diagrams, graphs, pie charts, and others. Data must be integrated and organized in a structured way to make it easier to understand. Data presentation can also be done in a narrative manner in the form of explanations or text descriptions. This shows that in addition to using narrative methods in the form of text descriptions, researchers can also use diagrams, networks, and matrices.

1.10.4.3 Conclusion

Conclusion is the final stage. The first conclusion may not be the final result of other information or evidence that can cancel the previous conclusion. Further data collection requires a lot of verification. As stated by the researcher at the beginning of this study regarding the determination of the main issue, the findings are temporary and will develop after the researcher goes into the field. Conclusions can be casual, interactive, hypothetical, or theoretical.

Researchers must continuously compare evolving results with newly collected data to ensure their consistency and reliability. This ongoing verification process helps to improve initial interpretations and makes conclusions more accurate and firmly grounded, reflecting the complexity of the phenomenon being studied.