



Designing Project-Based Narrative Text Using Quizzez

Ade Juanda, Syafrizal syafrizal, John Pahamzah

Universitas Sultan Ageng Tirtayasa, Jalan Raya Palka No.Km.3, Sindangsari, Kec. Pabuaran, Kota Serang, Banten, Indonesia

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CORRESPONDENCE

Name: Ade Juanda
E-mail: adee.juanda28@gmail.com

ABSTRACT

The pedagogy of today is not the same as it was in earlier decades. In the past, people used textbooks and blackboards in the classroom for educational purposes. People are using digital technology for learning these days. The goal of this project is to integrate Quizzez into a project-based learning approach for narrative texts. The Research and Development (R&D) approach is used in this investigation. Data collection through surveys and interviews is the first step. The findings demonstrated that students had high standards for the application of ICT in English language training. More particular, 42.4% of students expressed a desire to use digital learning resources more frequently when they are studying. Consequently, the author hopes to provide educational resources and evaluations that are easily incorporated with information and communication technology (ICT). Throughout the output production process, the author and instructor will collaborate to produce a more meaningful and successful outcome. The partner school will implement the outcome during the second week of January 2023.

Introduction

The globe is undergoing rapid change due to globalization, and technical breakthroughs are continuously improving. Hence, it is imperative that education remains current and up-to-date (Nehe, 2021). Presently, the national education system in Indonesia is confronted with a significant obstacle, particularly in the task of equipping individuals with high-caliber skills and capabilities to effectively navigate the contemporary global competition. In order to prepare the younger generation for the era of globalisation, it is imperative that national education incorporates technology as a means to grow their skills and abilities (Baro'ah, 2020). Unquestionably, the advancement of information and communication technology, or ICT, has had a significant influence on many facets of human life. Since ICT provides a range of opportunities to enhance and produce new work in a variety of educational sectors, including curriculum creation, goal design, learning materials, and more, it has become indispensable to education (Sutjipto, 2016). Technology enables the provision of effective and successful learning evaluations (Majid, 2021). The curriculum must thus adapt to take into account the development of technology. According to National Education System Law Number 20 of 2003, the curriculum is a systematic approach used to achieve specific objectives.

Enhancing individuals' lifestyles with increased intelligence. The curriculum must be capable of aligning with the advancements in science and technology. This encompasses the process of revising and modernizing educational resources, instructional methods, educational media, and assessment frameworks (Camelia, 2020). Furthermore, the curriculum should facilitate the students' acquisition, application, and advancement of scientific knowledge and technological skills, employing them as the primary means of learning to enhance their proficiency and achieve the educational goals set by the nation (Ramli, 2018). The creation of the curriculum aims to effectively adapt to the rapid advancements in science and technology.

The majority of school-related activities are progressively utilizing ICT. ICT tools were used for classroom instruction, educational programs and assessments, and administrative duties (Aminullah et al., 2019). Given the impressive progress that technology has made, it is essential that educators not only comprehend the subject matter they teach, but also know how to use a variety of technical tools (Dwijayanti et al., 2021). Teachers must actively use technology into the teaching and learning process in addition to

developing curricula. Instructors must use a teaching strategy built around the four UNESCO-defined learning pillars, as displayed below in Figure 1.

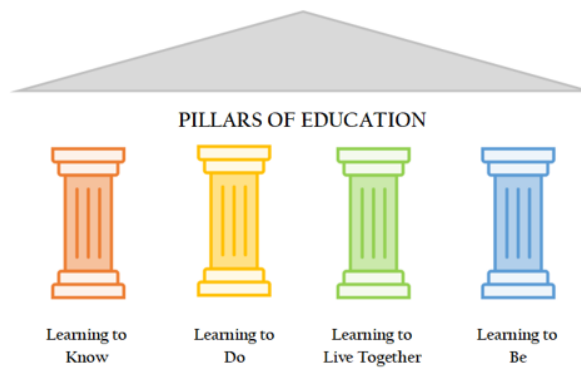


Figure 1. *Pillars of Education UNESCO*

The advent of 21st-century learning has profoundly transformed the role of teachers in the classroom. The integration of technology has shifted the focus from the teacher to the student, equipping students with essential skills such as creativity, critical thinking, problem-solving, effective communication, and collaboration. The importance of engaging students in idea generation, critical evaluation, material analysis, and practical application of learned information (Arsari, 2022). This highlights the potential of ICT in enhancing English language learning, as Al Arif (2019) indicates that it can increase language proficiency, motivate and inspire learners to actively engage in their language study. Technology-based learning materials, such as podcasts, PowerPoint presentations, online games, digital films, and other comparable forms, have long been acknowledged as essential resources for teaching English. In order to meet the complexity and needs of 21st-century education, educators must take these factors into account and carefully evaluate, investigate, and incorporate technology into their lessons.

The methods of teaching today have evolved significantly, particularly in terms of the technology tools employed for language instruction, in contrast to many decades before. In the past, blackboards and textbooks were commonly used in the classroom. Currently, digital technologies are employed in educational settings for teaching and learning purposes. Information and communication technology, or ICT for short, is the term used to describe these digital technologies (Eryansyah et al., 2019). For this reason, being digitally literate is essential for students in the twenty-first century. Digital literacy enables people to think critically and make wise decisions about the information they are presented with. People should make sure that the information they are given is trustworthy and should be able to properly evaluate, comprehend, and use any information they find online.

Nascimbeni & Vosloo (2020) define digital literacy as the capacity and entitlement of an individual to derive advantages from digital content while also avoiding its detrimental features. Proficient internet users possess a comprehensive understanding of both the advantages and disadvantages associated with each online platform. Being digitally literate offers numerous benefits, such as the capacity to engage in critical thinking, discern trustworthy material on the internet, and effectively incorporate it into one's knowledge base (Arsari, 2022).

Extensive research has conclusively shown that integrating technology into the educational process offers numerous benefits. Hussain's findings highlight that incorporating ICT in language classrooms boosts students' motivation, academic performance, and self-directed learning capabilities (Hussain, 2018). Furthermore, studies by Pinanggih et al. (2021) and Marsa et al. (n.d.) indicate that platforms like Edmodo and Kahoot significantly improve students' writing proficiency and motivation, respectively. Additionally, research by Purwaningsih et al. (2021) demonstrates the effectiveness of Quizizz in enhancing students' understanding of active voice tenses. These findings collectively illustrate the positive impact of ICT on the English learning process.

According to the survey distributed among tenth-grade English teachers and students, the majority expressed that the main issue in incorporating ICT into the classroom is the reliability of the internet connection. However, pupils hold elevated expectations regarding the utilisation of ICT in the process of

learning the English language. 42.4% of students express a desire for increased utilisation of digital-based learning media in the educational process, while 46.8% of students look for guidance from their teachers on how to effectively utilise digital learning media. All English teachers agree that there are more benefits than negatives to digital learning media, and they intend to use these tools in their future lessons.

During the interview, six out of seven participants expressed their desire for more integration of speaking skills with technology. They believe that by possessing strong speaking abilities, they would be able to establish friendships with others from diverse backgrounds. Student A suggested implementing a superior programme, such as Microsoft Teams, to replace Nearpod for the students. Simultaneously, an English instructor conveyed that there is a scarcity of English resources, making it challenging to align them with the instructional materials.

The author will create a training module that integrates ICT to enhance English language learning. The module will be tailored to the school's curriculum and supported by teachers. The author will gather feedback from both students and teachers on the project. This project aims to address the practical challenges faced by academic units in developing technology-based teaching materials and utilizing ICT in English language learning. It will focus on problem-solving and identifying effective techniques for creation and practice.

Method

Data Collection Technique

This study employs the Research and Development (R&D) methodology. Research and Development (R&D) is a systematic approach employed to create a specific product and evaluate its efficacy. R&D is also utilised to address precise inquiries regarding applied research in educational matters. The R&D approach consists of five steps:

1. Analysis

In order to learn more about the partner school and the level of technological developments in the classroom, the author gathers data through surveys and interviews.

2. Design

In just one semester, the author will use the data collected to analyze and develop instructional materials and assessments using the English instructor's *Kampus Merdeka-Merdeka Belajar* teaching module.

3. Development

The writer intends to create educational resources and assessments that are in line with the teaching module and effortlessly use information and communication technology (ICT). Together with the instructor, the author will improve the quality of the assignments and teaching materials.

4. Implementation

The result of the design will be implemented in the associated university. The assessment tools and instructional materials that were created under the direction of the English teacher will be used by students.

5. Evaluation

In order to ascertain the efficacy of the instructional materials and exams, the author creates evaluation forms. The evaluation forms will provide valuable insights into the students' comprehension of the instructional material, their challenges, and their constructive feedback and suggestions. Based on the evaluations, the author is aware of the specific areas that require improvement.

The goal of this study, which employs the Research and Development (R&D) methodology, is to find innovative approaches and solutions to challenges related to the development and application of project-based learning for narrative texts.

Data Analysis Techniques

Data analysis techniques used in this research are qualitative data analysis techniques. Qualitative data analysis techniques are research methods based on the philosophy of postpositivism used in studying a condition in an object naturally, where the researcher is the key to data collection (Sugiyono, 2017). Where the data collection in this study is done by triangulation, the data analysis is inductive or qualitative to understand the meaning, uniqueness, contraction of phenomena, and to find hypotheses.

Output Planning Process

During the odd semester, the author intends to provide instructional modules that integrate information and communication technology (ICT). A specific lesson plan is called a teaching module in the *Kampus Merdeka-Merdeka Belajar* program. The author is in charge of developing instructional modules that focus on narrative text from meeting 16 (which happens in the fourth week of October) to meeting 21 (which happens in the fourth week of November). The author will employ project-based learning, in which students collaborate with the lecturer and the English teacher to produce narrative writings that they will then post on Quizzez.

Pre-implementation Phase

The author obtained permission from Ma'am Yuni Noer Syamsiah, the English teacher at SMAN 10 Pandeglang and deputy head of curriculum, before beginning the school's course project. On September 19, 2022, a WhatsApp discussion was used to achieve this. The team leader paid Ma'am Putri a visit on September 20, 2022, to give her a brief update on the project's progress. After getting permission from the instructor and the school partner to work together, the writer moves on to the next phase.

Implementation Phase

Based on the weekly learning objective, the author will produce videos, resources, assessments, and instructional modules. The end product will be project-based learning, in which pupils create and post narrative content on Quizzez. After everything is ready, the group will get in touch with the English teacher to set up a meeting and go over the project's schedule. This will entail using each team member's prepared materials to teach the content in the classroom. Under the direction of the English teacher, the team will lead a lesson in January 2023's second week.

Evaluation Phase

Using Google Forms, the author developed a questionnaire for assessment. The questionnaire measures how well the students understand the material, analyzes the teaching strategies, pinpoints any difficulties the students may be having, and asks for feedback and ideas. The author will use the questionnaire to ascertain how the teaching module and assessment impact the students' learning process.

The link to the assessment form for every meeting is as follows:

1. Meet 16: <https://forms.gle/fvuJsixMUTskZ94q8>
2. Meet 17: <https://forms.gle/kiAiNrUpGXYHK4zRA>
3. Meet 18: <https://forms.gle/1Nnws9TYFwa4UCrn9>
4. Meet 19: <https://forms.gle/AGTKocnGotxpze2N8>
5. Meet 20: <https://forms.gle/wxQm7eFBDt6AhLaC7>
6. Meet 21: <https://forms.gle/2fzsR9agBPrSstyJ7>

Location, Time, and Duration of Activities

Subjects of this research are the students at SMAN 10 Pandeglang. SMAN 10 Pandeglang is where the instructional implementation will take place. Established on June 1, 2000, SMAN 10 Pandeglang is a secondary educational school that receives public funding. The school, which has the postcode 42273, is located in Jalan Raya Labuan Km. 28, Pasireurih, Kecamatan Cisata, Pandeglang Regency, Banten Province. Accredited with a B rating, this school is currently using the 2013 curriculum and will soon be switching to the *Kampus Merdeka-Merdeka Belajar* curriculum. Beginning in November 2022 and ending in December 2022, the planning and needs analysis will be conducted. The lesson will be taught in the second week of January 2023.

Hasil dan Pembahasan

1. Effectiveness of Teaching Material

Teaching materials are educational resources employed by educators to facilitate students' acquisition and understanding of various disciplines in schools. Teaching materials serve as a source of

motivation for students, helping them to study and attain their academic goals and objectives (Ningsih, 2022). Materials encompass all resources that can be utilized to support the process of language acquisition. Teaching materials encompass a wide range of resources, including textbooks, modules, student workbooks (LKS), printed media, live performances, cassette shows, CD-ROMs, DVDs, and internet-based resources (Rahmadany et al., 2021). High-quality materials should possess the following characteristics: they should provide relevant information about the target language, guide the learner in practicing the language, expose the learner to using the language in practical situations, encourage the use of the language, and assist the learner in discovering the language (Hustarna & Melati, 2019).

The classroom is equipped with a projector and speaker, which are commonly utilized by teachers for instructional purposes. Therefore, the author will enable those hardware devices to transmit the educational information. The PowerPoint presentation provides an overview of the generic structure and linguistic features found in narrative texts, specifically focusing on the hamburger style paragraph. Additionally, it includes a timeline and instructions for implementing project-based learning for narrative texts. In addition, the author incorporates YouTube videos into the curriculum to engage pupils collectively and prevent monotony throughout the learning process.

In addition to providing teaching materials, the author additionally creates evaluation forms during each meeting to assess the students' comprehension of the content and their understanding of the author's directions. Through the evaluation, the author can assess the instructional materials that require further improvement in order to enhance the efficacy of the teaching and learning process.

2. Student Assessments

The evaluation of pupils' performance is one of the most crucial aspects of a classroom teacher's work. It has a widespread impact on nearly every facet of teachers' job (Umam & Indah, 2019). Because assessment and evaluation are often used synonymously, it can be difficult to tell them apart. The term "assessment" refers to a broad range of methods and strategies used to learn more about a student's aptitude, understanding, and drive. The methodical gathering of information required to assess whether a program has succeeded in achieving its objectives is called evaluation. To be clear, evaluation relates exclusively to the process or action, while assessment refers to the entire approach or plan (Tosuncuoglu, 2018). Students can set new goals by using the assessment process to analyze their work and consider their areas of strength and progress (Munjiana, n.d.).

The students have three activities to finish during meeting 16. In the first exercise, the students listen to an audio recording of Carolina's romance narrative while working independently to complete a task consisting of true or false questions. The pupils will independently do the multiple-choice task using the same audio. In pairs, the students will work on the third activity, which involves listening to a murder case audio recording, followed by a chronological listing of the incidents. All three activities will be created by the author in Microsoft format.

During the 17th meeting, students will collaborate in pairs to document the standard language and structure found in Microsoft Office documents. It is necessary for students to form groups of three at meeting 18. Each group is required to come up with a title for their story as a whole and create a preliminary outline of the narrative using a hamburger-shaped paragraph.

During meeting 19, the students will provide a presentation to the class, showcasing the title and outline draft they have created using a paragraph format resembling a hamburger. The remaining groups, who are listening to all the presentations, are required to provide at least one criticism or recommendation for each presentation.

After the assessment, each group will use Google Docs to start writing their narrative text, referencing the other groups' titles, drafts of their plan, comments, and ideas. The writing draft link must be sent by the team leader via the Google Form.

In pairs, each group will work through meeting 20 to assess and grade each other's story text. The author's format and the rubric score will serve as the foundation for this evaluation. Google Sheets will be used by each group to do the assignment. Once the class has ended, the writer must supply the URL to the Google Sheet on the Google Form.

During the most recent meeting, which was the 21st meeting, it was anticipated that all the groups would complete the task of composing and editing their story text. The author will elucidate the procedure for publishing a tale on Quizzez by presenting a self-produced video tutorial. The team leader will access their account and publish the group's narrative material on Quizzez. Subsequently, it is imperative for all students to compose introspective essays elucidating their encounters in crafting narrative text, the challenges encountered, and the strategies employed to surmount those challenges. These essays should consist of two paragraphs and span a total of 300 words. Each student is required to submit their reflective essay using Google Forms.

3. The Use of Integrated Information Communication and Technology

The process of learning a language has been aided and enhanced by the use of technology in instruction. Moreover, it helps educators facilitate their students' language acquisition process (Hanum, 2021). The use of ICT media in 21st-century education is not new, even with the advent of the 4.0 age. The use of electronic technology for a range of functions, including the production, sharing, exchanging, transporting, processing, storing, and displaying of data, is known as information and communication technology, or ICT (Amnan, 2020). ICT include electronic gadgets such laptops, PCs, projectors, cellphones, tablets, and software (Undi & Hashim, 2021). ICT has the power to inspire pupils, boost their engagement, and provide context for what they are studying. Therefore, the author will employ information and communication technology (ICT) for instructional materials and assessments in order to improve learning settings with more creativity and pleasure.

For the quiz, the author uses Kahoot!, and for the practice, she uses Google Form and Microsoft Form. In addition, the writer prepares an evaluation form every week to determine the effectiveness of the teaching materials and tasks. The Google Form evaluation comprises inquiries regarding students' self-assessment of their comprehension of the course material, any challenges encountered, their expectations, criticisms, and suggestions.

The author has used Adobe Premier and Screencast-O-Matic to generate videos. For the collaborative task, the first video explains the guidelines and the chronological order. An overview of signing in and uploading narrative content to Quizzez is given in the second video.

Links to all of the PowerPoint presentations, exercise submissions, video links, and assessment links are available on the S.id website. S.id is a free platform that offers a comprehensive and user-friendly method for rapidly building a microsite for bio links. Here is an example of material from one of the microsites, S.id.

Conclusion and Recommendation

Conclusion

The objective of this project is to carry out a comprehensive analysis of students requirements in relation to the use of technology to improve their English language skills. Interviews and the distribution of questionnaires will be used to determine the results of this research. Our school partner, SMAN 10 Pandeglang, was very helpful in enabling us to collaborate well in this project, which aims to improve English classes. Using data from needs analysis, the author created a teaching and homework resource that focuses on four English skills. English teachers who are willing to collaborate have helped create these resources, which are planned in line with the school curriculum. A variety of resources, such as books, digital media, and projectors, are used to support the learning process, including through PowerPoint presentations, YouTube videos, and evaluations to assess student understanding. Authors use various activities and formats, such as individual tasks, groups, and presentations, to evaluate student progress, as well as Google Docs and Google Sheets for collaboration and evaluation. Platforms such as Kahoot!, Google Forms, and Microsoft Forms are used for quizzes and assessments, while video tutorials are created to support collaborative tasks. All learning and evaluation materials are available through the microsite at S.id, ensuring easy access for students. Overall, the use of diverse teaching materials, structured assessments, and the integration of information technology effectively improve the quality of the learning process and student understanding of the subject matter.

Recommendation

Based on the conclusions drawn from the project, here are some suggestions for future initiatives:

1. Integration of Innovative Learning Tools: Future researchers should consider integrating innovative and engaging learning tools. These tools can provide students with new technology experiences that support a relevant English curriculum. For example, virtual reality simulations, language learning apps, or interactive online platforms could enhance engagement and effectiveness.
2. Collaborative Curriculum Development: Encourage collaboration among English teachers and academic institutions to develop teaching resources aligned with current educational standards and the needs identified through need analysis. This collaborative effort ensures that resources are comprehensive and relevant to students' language learning needs.
3. Continuous Feedback and Evaluation: Emphasize the importance of continuous feedback and evaluation from students. This feedback helps in refining teaching materials and assignments to better meet the evolving needs of learners. It ensures that the resources developed are effective and impactful in improving English language skills.
4. Promotion of 21st-Century Skills: Focus on developing resources and evaluations that promote 21st-century skills such as critical thinking, communication, collaboration, and creativity. These skills are essential for students to succeed in today's globalized world and should be integrated into English language teaching strategies.
5. Encouragement of Academic Contributions: Encourage other academics to produce novel teaching resources and evaluations. This can be achieved through sharing findings, methodologies, and successful strategies in enhancing English language education. Collaboration and sharing best practices can enrich the field and benefit students globally.

By incorporating these suggestions, future initiatives can build upon the project's outcomes, address identified challenges, and contribute to the continuous improvement of English language education using technology and innovative methodologies.

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