

## EXPLORING THE IMPLEMENTATION OF GIMKIT AS A FORMATIVE ASSESSMENT TOOL IN ENGLISH LANGUAGE LEARNING: PRACTICE AND EXPERIENCE

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### Abstract

*This study aims to find out how teachers implement the concept of gamification with the Gimkit platform and students' experiences of using the Gimkit platform as a formative assessment tool in English language learning. This research was conducted in a high school in Madiun, Indonesia. The research started from a case study where the researcher found that many students did not want to participate in formative assessment activities because they thought that the atmosphere during formative assessment with traditional methods would only make students afraid and unable to focus on the questions. Semi-structured interviews were conducted with 10 students and 1 English teacher to collect data, and the data obtained was analyzed using thematic analysis. The findings of this study show that teachers have several reasons related to the use of Gimkit, the first is because of technological advances, and the utilization of facilities, teachers also provide information related to how to implement the Gimkit platform from the initial stage to the assessment stage, teachers also tell how students react when implementing formative assessment using Gimkit which has a positive impact because students become more interested in the activity, feel relaxed when working, and students can learn new English vocabulary from Gimkit., the use of Gimkit was also considered easy by students both in terms of preparation and use during the formative assessment, the use of Gimkit also had a positive influence on students because students felt that when using Gimkit they experienced increased motivation and gained new knowledge.*

**Keywords:** *English, experience, learning media, modern, online, assessment.*

### INTRODUCTION

Formative assessment is seen as a crucial part of education, which incorporates each teaching practice and students' gaining knowledge (Leenknecht et al., 2021). Formative assessment is important because it can support the continuity of learning for students by teachers regularly monitoring student progress and providing feedback regarding student weaknesses during the learning process. This allows students to improve themselves according to the (Leenknecht et al., 2021) feedback that has been given. Formative assessments are usually conducted during the learning process. Not only a numeric result but the formative assessment can be given in the form of qualitative such as feedback during the language learning process. During the formative assessment, many students were nervous, which resulted in a quiet classroom atmosphere (Iman et al., 2021). Besides that, the teachers themselves can harm students' feelings by the comments of the teachers on their performance. Therefore, the formative assessment is designed to improve students' understanding of the material, contain positive feedback, and create an active class atmosphere. In the modern era, technology continues to develop, encouraging us to grow an interest in using technology to teach and assess language learning to create an engaging and positive classroom atmosphere.

The advancement of information and communication technology (ICT) gives us the benefits of using it in the teaching and learning process, especially for language learning. Students can browse many materials with help from technology, students also can learn language more easily because so many websites or apps offer language learning. The use of information and communication technology (ICT) in English language learning has some benefits and weaknesses. The study aims to present the advantages and disadvantages of ICT usage in English language learning conducted by Paramitasari & Ambarwati, (2020) states that the use of ICT in English has some benefits. First, it can increase students' interest in studying. Second, it facilitates the acquisition of basic skills. Third, it serves as E-learning such as web courses, finding out information and new knowledge, and improving interaction between teacher and student. Besides that, they also stated the weaknesses or disadvantages of ICT in English language learning, such as the availability of technologies to be used, the cost of using ICT sometimes is expensive, the reliability of information, and teacher skills and knowledge support. The authors are asked to write the background of their articles in some parts. First, explain the problem or question that your research is trying to answer. This could be one or two paragraphs long.

Gimkit is an education platform in the form of a game-based learning website that can be accessed online. According to Josh F, the CEO of Gimkit as taken from the website he said that games really helped him become engaged in school, that's why he built Gimkit as his high school project, and he wants the kind of game that can be played in the class. Online game-based learning platforms such as Gimkit allow the teacher to design interactive and attractive quizzes as a formative assessment (Iman et al., 2021). Gimkit can help the teacher to assess students' language acquisition in a fun way. Student involvement and enthusiasm in learning English are the key to the success of assessment activities using Gimkit media.

This study focuses on the implementation of Gimkit as a formative assessment tool for English language learning in a junior high school in Indonesia. This study is based on the increasing use of technology in the context of education, including its use as a supporter of formative assessment processes carried out in the classroom. In addition, this study can provide insight into the use of technology in education, especially as a supporter of formative assessment activities in English language learning at the junior high school level. The main objective is to explore how Gimkit is used within the classroom setting to support students' language knowledge gain and engagement. Additionally, the study seeks to understand the students' experiences during the use of Gimkit as a formative assessment tool for Junior High School, investigating whether they find it helpful for their learning and motivation. The study intends to provide insights into the practical implementation of Gimkit in educational environments and its potential impact on students' learning experiences by addressing these two research questions. The results are expected to influence the broader discourse on integrating digital tools in language education and inform the best practices for teachers. The

researcher has chosen one of the schools to research related matters. This school was chosen because it already uses Gimkit as a formative assessment tool in English language learning. Gimkit is one of the platforms that is designed to improve student engagement with interactive and fun approaches. To utilize a gamification platform, a user must first register an account.

Terry Overtun (2014) defined that Assessment is the process of collecting information to monitor progress, an assessment may consist of a test, or it may consist of various methods such as observation, interview, behavioral monitoring, and so on. For example, the assessment theory from Overtun can be seen in the practical implementation using Gimkit, where assessment in theory is a process to collect information related to student learning progress, and one of them is in the test format, in this case, Gimkit can be used as a tool to help the process with the feature to monitor answers and also the scores of students who have completed the test. In this regard, assessment is divided into some types and one of them is the formative assessment. Formative assessment is an evaluation manner utilized by teachers to track students' progress and comprehension of the subject being covered in magnificence. The Formative assessment serves the number one function of giving students continuous feedback to enhance their comprehension, highlight regions in need of improvement, and beautify their mastering outcomes. Formative assessment is seen as a crucial part of education, which incorporates each teaching practice and students' gaining knowledge (Leenknecht et al., 2021).

Specifically, to support formative assessment activities that are felt to have a crucial role in learning, learning media is needed that can be used by teachers to carry out these activities. Many media can be used, one of which is online media such as Gimkit. Gimkit is a technology platform that allows users to create questions and quizzes for the students. The Gimkit platform is like the other platform that can make the students engage in attractive learning. When both a teacher and a student need to know how well learners understand the information covered, it is preferred to utilize live quiz platforms like Quizlet, Kahoot, Quizizz, Gimkit, and Blooket since they offer a strong competitive element that stimulates students (Bratel et al., 2023). Gimkit is easy to use for teachers and students because of some features that are offered by Gimkit that can make learning or assessing students easier. Most importantly, the website can be accessed anywhere and is flexible.

Moreover, Language learning plays an important role as a central point of students' communication ability development. Language learning assessment may be conducted by teachers through the selection of a suitable strategy and test format that aligns with the specific learning objectives (Adnan et al., 2019). Assessment in this context is not only a tool for evaluation but also an integral part of the continuous learning process. Effective assessment methods can result in significant enhancements to the curriculum and instructional approaches (Alsaadi, 2021). The main function of assessment in

language education is to measure the students' understanding and skill to use the language effectively.

As an Assessment Tool in EFL Class, it aims to investigate the use of Kahoot! as an assessment tool. The researchers used qualitative research methods by conducting semi-structured interviews. The results of this study show that the implementation of Kahoot! led to increased student motivation and the goal of becoming a successful learner. The classroom atmosphere is also one of the visible impacts that can make the quality of student learning improve. As an assessment tool in EFL class, meanwhile, the proposed research studied the students' perception based on their experiences toward the use of Gimkit as a Junior high school formative assessment tool, The difference is between Kahoot! platform and Gimkit platform.

To customize instruction and meet the requirements of learners, a continuous process of gathering data about students' knowledge and abilities is required. Based on Language Assessment (Brown, 2018), Formative assessment is an activity of evaluating students as they are developing their abilities and competencies, and it is intended to support students in that ongoing process of development. The key to this activity is the feedback from the teacher on the students' performance. One of the features of Gimkit, especially related to monitoring student progress, can provide convenience for teachers and students in terms of providing feedback related to their test results. When the teacher gives feedback, students can reflect on it and learn. In addition, students can get instant feedback in Gimkit during the process of working that the answers they answered are not quite right, and students can reflect on themselves and improve their weaknesses. Formative assessment is considered an essential component of education, covering both instructional methods and students' acquisition of information. (Leenknecht et al., 2021).

Luckett and Sutherland (2000), as referenced (Ozan & Kınca, 2018), that feedback delivered via formative assessment offers substantial advantages in terms of student motivation, learning enhancement, work reinforcement, and the provision of a learning profile. Snowball and Sayigh (2007), as referenced (Ozan & Kınca, 2018) emphasize that the need to instruct educators to offer personalized feedback to students on their academic progress and enhancement is unquestionable. In formative assessment, where instant feedback is given by the teacher, and an adaptive approach can provide teachers with insight into students' progress and weaknesses in material, these are the things that can support the use of Gimkit.

Game-based language learning is one of the approaches that combine game elements with the aims of language learning. Games have reinforced their position as a commonplace activity among today's young people and have shown their significant ability to motivate (Park et al., 2019). The use of games in terms of different areas can be meant by a concept called Gamification. Werbach and Hunter (2012), as referenced in (Peterson et al., 2021) stated that the process of adding gaming aspects to non-gaming

activities or apps is known as Gamification. These approaches create an engaging and motivating environment for students to learn language. Game-based language learning not only gives students an engaging experience but is also effective in developing students' language skills.

Based on this idea, Gimkit provides an engaging and stimulating digital game designed in a quiz format that supports enthusiasm and motivation for learning. In addition, with the existence of gamification, where the principle is to motivate and encourage students in the classroom, it is also applied in the use of Gimkit, which will make students' formative assessment experiences more interesting, fun, and competitive with elements such as points. Gimkit, like Kahoot!, Quiziz, and other similar platforms, enables instructors and students to generate multiple-choice questions from the ground up for any subject area. Online game-based learning platforms such as Gimkit allow the teacher to design interactive and attractive quizzes as a formative assessment (Iman et al., 2021).

Specifically, Gimkit has several interesting features that teachers can use to create attractive quizzes. First, it is about the "Class" feature that can make the teachers easily separate some students from each class, which makes it easier for the teacher to organize the questions needed for each class. Next is about the game modes in Gimkit platform, there are lots of game modes in Gimkit. The basic account can only use classic mode, if it is a pro or premium account, we can use all of the game modes that are available in Gimkit. There are more than 15 game modes that the teachers can use if they use a pro account. Identifying the research gap of any other game-based language learning, this research focused on an attempt to explore students' perception of Gimkit as a formative assessment tool, specifically in growing engagement, motivation, and apperception in language learning.

## **METHODOLOGY**

### **Research Design**

The researcher used a qualitative research method to collect, analyze, and present data, which was how the teacher implements the Gimkit as a formative assessment tool and students' perceptions based on their experiences when using Gimkit. Qualitative research is often reported in the form of scientific monographs or published articles, with a primary focus on the research contribution to a theory (Patton, 2015).

### **Subject and Setting of the Study**

The subjects of this study were 10 junior high school students and 1 English teacher from one junior high school in Madiun. The researcher chooses grade 8th as the subject. The researcher chooses grade 8th as the subject. The students were between 13 and 14 years old. All of the subjects had already been studying English for at least 1 year.

### **Research Instrument**

The data of this study came from interviews. This research used a purposive sampling technique, which was a predetermined sampling method. Purposive sampling was used because this method is a practical and time-saving method that is based on the data collection schedule and student schedules which are already tight with the final term test. Apart from saving time, this method is also suitable for use when primary data sources are limited, at which time only a few students were willing to be interviewed based on their activeness in the classroom. This research involved interviews as a data collection technique. The researcher used this technique because, through interviews, the researcher could gather detailed information directly from the participants.

### **Data Collecting Method**

The subjects were students and also junior high school teachers from a school, several procedures had to be carried out to obtain data, including matters relating to the administration. This had to be done to support the smooth collection of data for research. Some of the procedures carried out by the researcher include:

#### 1. Planning

The plans carried out by the researcher in terms of collecting research-related data include things related to creating interview questions for students and teachers, determining how long it would take approximately for one interview, as well as preparing what is needed for the data collection process at the school.

#### 2. Administration

This administrative matter was very important because the institution that the Researcher would visit was a school, which of course required a formal document before looking for data at the school. Therefore, the researcher made an important document that would be submitted to the university to ask for a signature on the document. Then, after the document had been signed, the researcher took back the document and submitted it to the relevant school as a formal document of proof of permission that the researcher had conducted research at the school.

#### 3. Setting Time and Date

Setting the time and date for the research itself was quite easy for the researcher because the school, when discussing with the researcher, simply provided the condition that the researcher could collect research data before the students carried out the P5 and also the summative assessment. At that time, the researcher had limited time due to the students' schedules, which were already tight. However, the researcher was still able to identify an appropriate date and time to conduct the study.

#### 4. Conducting the Research

When collecting research data, interviews were held in separate, empty classes, to avoid crowds of other friends who did not take part in the interview. Apart from that, the reason the teacher allowed it was because all the students in that class had gone on holiday because they had finished their final school exams before they finally graduated. The researcher appointed 10 students to conduct interviews in the specified class. After everything was gathered, the researcher explained the interview procedures that would be carried out and the maximum time for each student was 10 minutes. After that, the researcher conducted interviews in turn with each student. After the interview with the student was completed, the student is invited to return to their class. After interviews with students, the researcher then conducted interviews with teachers when the teachers had free time.

### **Data Analysis Technique**

Analysis data is a process of getting, sorting, and processing the raw data to become information that is easy to understand. The analysis includes the process of reducing and arranging data, combining information, identifying significant patterns, and finding crucial insights (Ary et al., 2014). The data from this study that has been collected through an interview was analyzed using a thematic analysis approach. The thematic analysis approach has six phases, which are: familiarize the data, generate initial codes, search for themes, review themes, define themes, and write-up.

To support data analysis and themes, the researcher created a scheme of codes for this study that would be used as initial codes. This code was made directly by the researcher after the interview based on the answers given by teacher and students. The researcher made each interview transcript from the informant to make it easier to find answers based on the category.

<b>Code</b>	<b>Meaning</b>
<b>BS</b>	“BS” stands for the teacher’s initial name.
<b>A2, A3, G1, M1, M2, N1, R1, S1</b>	Stands for the initial name for the students.
<b>IOG</b>	Implementation of Gimkit
<b>JHSSV</b>	Junior High School Students’ View

## **RESULT/FINDINGS AND DISCUSSION**

### **1. The Implementation of Gimkit as a Formative Assessment Tool in English Learning by the Teacher.**

Based on the interview with the teacher, the researcher has found out that Gimkit has been effectively implemented as a formative assessment tool in English learning. According to the teacher, this digital platform has been integrated into the classroom to

enhance student engagement and assess their understanding in English. The interview highlighted several key aspects of the teacher's view about the implementation of Gimkit as a tool for formative assessment, including the reason, the process, and the reaction.

Teachers argued that the teacher uses Gimkit as a tool for formative assessment for many reasons. The interview results show that technological advances and innovation play an important role in the adoption of Gimkit as a learning medium and its benefits. Apart from that, the facilities available at Gimkit make it easy for teachers and students in the teaching and learning process. For example, the teacher can use "Class" features to separate students from each classroom, the teacher can choose so many game modes in Gimkit to conduct the test, and students can know whether their answers are wrong or correct with the wrong answer detection feature. This can be seen from the following quote:

"I think using Gimkit is due to the advancements of technology, where information technology is currently penetrating all areas, including the world of education, which means I have to provide innovations in the learning that I do from previously only formative assessments from answering answers in books or on paper or what we term paper tests into using technological devices." (BS/IOG)

"...Apart from that, students can also use Chromebook..." (BS/IOG)

Based on the quote above, when the teacher was asked the reason why he used Gimkit as a formative assessment tool, the teacher stated that it was because of the new era where technologies can be used in various aspects of life, for example, education. Besides that, the teacher stated that the facilities that support the teaching and learning activities are also a reason why he used the Gimkit. The teacher said that the city government lends Chromebooks, or it is like a notebook or laptop for each student, especially for the school he teaches to support studies. In that way, the teacher feels that he can combine the traditional method of teaching and the modern method of teaching when teaching the students.

In one of the statements above, the researcher found that the BS or the teacher stated that usually he always used a paper-based text then he tried to add a new method or tool by using a Gimkit, which meant that the teacher tries to be innovative by changing the tool from paper or book test to a Gimkit. The other statement, the teacher stated that the students can also use Chromebooks, which means that the teacher tried to utilize what the government lends to the students and make it more useful for learning.

The researcher found that there are some benefits of using this Gimkit as an assessment tool as stated by the teacher. The teacher said that the Gimkit can make the students gain more knowledge by doing the game or test in Gimkit because there are some new vocabulary that still they don't know on the website that can make them



familiar with the vocabulary, also make them more enthusiastic in learning English, and can make more use of technology.

“...using Gimkit as a formative assessment tool for me, especially my students, is very helpful because in Gimkit there are many terms that may be new for students who use foreign terms, especially English, so students can get new vocabulary every time they play” **(BS/IOG)**

The next key aspect that the teacher stated is Process. The process here means the process from the start of using Gimkit until the end of the formative assessment. The teacher stated that the process includes preparation such as creating accounts, and asking questions, also the process includes the implementation itself, which means how the Gimkit was used in the classroom and also includes the challenges. The following quotes can be seen as related to the preparation and implementation:

"... initially, I created my Gimkit account using my email on the Gimkit website then I continued by making kits or making questions..."  
**(BS/IOG)**

Based on the quotes above, the researcher found that to conduct the formative assessment using Gimkit needs to pass two processes, which are preparation and implementation. In the preparation process, the teacher stated that we needed to make a Gimkit Educator account by using personal e-mail, after we created an account, we needed to make a kit or a set of questions to be implemented in the test. In one of the statements above, the teacher stated that he creates the questions by adjusting them to the competencies or themes that they already taught. When the questions are not the same as what is taught by the teacher, students will certainly be confused. For example, the teacher teaches recount text theme material for 2 weeks, then holds a formative assessment, of course, the questions made will refer to the assessment of recount text material and will not refer to other material such as descriptive text.

After doing all the preparation process, now the preparation is completed we can conduct a formative assessment at any time. When it was time to implement it, the teacher said that he needed to choose what mode that would be used in the game, usually the teacher used Classic Mode as stated in one of the statements above. From that statement, the researcher knows that there are so many game modes in Gimkit. After choosing the mode, the screen will show a code that can be used for the students to join the game that the teacher has created. When the teacher needs to evaluate the students' performance, he can use the report menu that will show students' performance when answering questions. Based on all of the teacher quotes above, the researcher found that it doesn't require a long process to carry out formative assessments with Gimkit.

After mentioning the process, the teacher also mentions the challenges that the teacher and students experienced during the process of using Gimkit as a formative assessment tool. The teacher mentioned some challenges, the first one is the students

sometimes abusing Gimkit just to play around, and also the connections problem. The researcher found that the connection in the classroom is sometimes strong and sometimes slow.

“It's true that this is related to the internet, sometimes the signal is strong, sometimes the signal is weak, this is also a challenge for us and when we experience problems related to the internet, sometimes the children are also asked to bring a cellphone for tethering. on cellphones it's like that sometimes so that's a weakness too.” **(BS/IOG)**

Based on the data obtained from the interview, the next key aspect of implementing Gimkit as a tool in formative assessment is the reaction. Reactions here include engagement, motivation, and relaxation, which means that it is how the students will react to using Gimkit as a formative assessment tool from the teacher's perspective. It is shown in the following quotes.

"...the students were very enthusiastic about it, and enjoying it..."  
**(BS/IOG)**

Based on the Quotes above, the researcher found out that the students reacted positively while doing the assessment. It can be seen from one of the statements above, that the teacher said that the students were very enthusiastic about doing the assessment using Gimkit, and they enjoyed it. In the statements above, the teacher mentioned that the main point is students don't get bored, and it is clear when doing the assessment, the teacher sees that they are not bored and more relaxed and motivated at the same time.

## 2. Junior High School Students View Gimkit as a Formative Assessment Tool in English Learning.

Based on the interview with some students, the researcher has found out that the use of Gimkit as a formative assessment tool in English learning is perceived by most of the students positively. Students reported that Gimkit made learning more enjoyable and interactive, which led them to increase their motivation to learn English. They appreciated gamified learning such as Gimkit in the classroom, which is why they feel more engaged in the classroom. Furthermore, students feel that Gimkit provided an error analyzer that can make the students reflect on what they answered and improve it and make fewer mistakes in the future. The data collected highlights the students' overall satisfaction and enthusiasm towards using Gimkit.

Opinions on Gimkit here mean what students expressed towards the use of Gimkit as a formative assessment tool in learning English. The researcher found that the students mostly expressed that Gimkit significantly enhanced their engagement and interest in learning. This interactive and gamified learning with Gimkit made the learning experience more fun and enjoyable. Most of the students from the interview

agreed with that, especially the ones that already like learning English, so with this new method they feel like it is more pleasant.

“I think Gimkit is fun because I am more interested in learning English because it's like playing a game while learning.” (M1/JHSSV)

“In learning English, Gimkit is very helpful, of course, especially when people who already like English know Gimkit, they will definitely find it more interesting and enjoyable.” (S1/JHSSV)

In addition to increasing engagement and interest, students stated that Gimkit helped them improve their understanding of learning English. Gimkit provides immediate response after answering the question with a wrong answer, making them quickly identify the mistakes, that can reinforce their learning. Students are very appreciative of the variety of questions given by the teacher inside the Gimkit and the ability to revisit the incorrect answers, which facilitated better retention of information. Overall, some of the students felt that Gimkit was an effective tool for enhancing their understanding of learning materials.

“Because using Gimkit I can get to know English better and also because the questions given are random, not according to numbers, that makes it even more fun.” (G1/JHSSV)

“Yes, because it made me who didn't really understand at first, after using Gimkit the English material become more understandable.” (A3/JHSSV)

From the result of the interview, the researcher found that the students said Gimkit should be used regularly but not too much; that way, it can create a balanced approach to the learning process in the classroom. Some students prefer to use Gimkit more often, but some students don't want to use it regularly. The reason is that it can make them bored more easily if they use it regularly. That's why the students suggested that it should be balanced by combining other methods, like what they have already done in the past, like paper-based tests. So, as students stated before, balanced usage can help the students maintain their interest and enthusiasm for the tool. That's why Gimkit should be used occasionally. This occasional use made the sessions feel more special and anticipated in the classroom. Almost all of the students who have already been interviewed said that Gimkit should be used occasionally. By not overusing Gimkit, the teacher ensured that students remained eager to engage with the platform whenever it was conducted.

"...But don't use it too often, because maybe there are other applications or websites, or go back to the exam as usual using a book that can be used so you don't have to use Gimkit over and over again..." (S1/JHSSV)

“It's better not to use Gimkit too often because it will cause boredom.”  
(M1/JHSSV)

"It's better not to use Gimkit often, but maybe I would like to use Gimkit often but maybe not every day so I don't get bored." (N1/JHSSV)

Based on the interview results, the students stated that they feel more motivated to learn English when using Gimkit. They feel that the use of a platform like Gimkit can make them more motivated and engaged in learning English. The researcher found that one of the students already liked learning English, and the use of Gimkit makes it more fun to learn English. This gamification of learning captured students' interest and drove them to put more effort into their studies.

“Yes, it really improves because basically I like English, so after learning about Gimkit it feels even more fun to learn English”  
(R1/JHSSV)

“Yes, it can increase my interest in learning more deeply about English”  
(M2/JHSSV)

Based on the results of the interview with the students, the researcher has found that Gimkit is user-friendly and provides clear instructions for them to use it when doing an assessment. Students said that the interface that is quite simple and straightforward navigation means that the platform is user-friendly. The Gimkit is also easy to access and use, even the students can join the game without making an account. The preparation was also quite easy for the students because they said that they only need to insert the code given by the teacher and already joined the game.

Additionally, the clear instructions from the Gimkit itself and the teacher contributed to a smooth user experience. After answering the questions, the guidelines that are shown are quite simple and concise, from that the students can be helped by it to understand the objectives. The teacher also supports them by telling them the rules before doing the game. This ease of use ensured the students could quickly engage in the activities. Overall, the combination of a user-friendly interface and clear instructions made Gimkit an accessible and efficient tool for formative assessment in English learning.

“Easy. For me, it's easy and simple.” (A2/JHSSV)

“Yes, it's very easy because you just enter the code, then the name, and immediately answer the question.” (A3/JHSSV)

“I think it's quite easy, because there are only a few steps and the teacher has explained the rules.” (M2/JHSSV)

In terms of identifying learning difficulties for the students, the researcher has found that the students stated that Gimkit gives them an error explanation or wrong answer detection that can make them reflect to what they have answer wrong and the correct one. Some students said that if they answer it wrong, they know what topic they are wrong and need to learn more in the future. Those features can make them analyze what learning difficulties they are facing. Whenever they answer the incorrect one, the platform will give them the correct answer. This instant response can help the students to quickly understand and reflect on why their answers are error or incorrect, and they can also learn from it.

“In my opinion, yes. From every wrong question, I know which topic I should study further.” (M1/JHSSV)

“Yes, because when we are wrong, we will be told where we went wrong and what the correct answer is.” (G1/JHSSV)

Based on the results of interviews with teachers, the implementation of Gimkit as a formative assessment tool in English learning shows several important aspects, including Reasons and Advantages, Processes, and Reactions during the use of Gimkit.

Teachers use Gimkit due to the advancement of technology, necessitating innovation in learning, with Gimkit serving as an effective assessment tool. Gimkit offers benefits such as gaining knowledge, increasing motivation, and facilitating the use of technology for students. Teachers implement Gimkit as a formative assessment tool by following steps such as creating an account, making questions, and assessing students. However, teachers also face difficulties like students misusing technology and encountering internet network problems. The goal of game-based learning is to increase engagement, motivation, enjoyment, and concentration to improve learning performance and classroom dynamics (Wang & Tahir, 2020). The teacher observed students' reactions, teacher noticed that they were very enthusiastic about the assessment, enjoying it more, feeling relaxed, and not getting bored.

The implementation of Gimkit as a formative assessment tool by the teacher based on technological advances, it turned out to be very effective in increasing student engagement and also student motivation in learning English. The study conducted by Ismail et al., (2019) supports these findings that gamification platforms such as Kahoot and Gimkit can increase students' motivation to learn, help determine the subject matter that needs to be studied and make students aware of what they have learned. This is in line with the theory from (Brown, 2018) that defined Formative assessment is an activity of evaluating students' as they are developing their abilities and competencies, and it is intended to support students in that ongoing process of development. The teacher uses the formative assessment to track the students' progress as an objective at first after all but the teacher makes an innovation with the platform, and in line with the statement from Budiati, (2017) which says that the quizzes may be used to formatively assess each person's level of understanding in the room and adjust the lessons

accordingly. They may be used to monitor a person's development over time and encourage students to take more quizzes to advance their education.

Based on the results of interviews with teachers, the student's perception of Gimkit as a formative assessment tool in English learning shows, several aspects, including Gimkit as a fun activity, preferences for using Gimkit, Gimkit as a motivating activity, ease of use and preparation, and identification of learning difficulties.

Most of the students stated that Gimkit is a fun and interesting platform that can be used for learning. They believe that Gimkit helps improve their understanding of the material taught by the teacher. However, students do not want Gimkit to be used regularly, as they fear it may lead to boredom. They suggest alternating with other platforms or returning to paper-based tests. Despite this, students feel more motivated and engaged in English learning when using Gimkit, as it makes learning more enjoyable. Through gamification, we can achieve maximum engagement and activation of students with low motivation, and the gamification also can create a lively and joyful classroom atmosphere that transforms learning from a challenge into a pleasurable experience for students' (Stoyanova et al., 2018). The platform is user-friendly, with clear instructions from both Gimkit and the teacher, ensuring smooth assessments. The students believed that gamification platforms such as Kahoot! improved the learning atmosphere in class, which helped them complete the assessment tasks (Lee et al., 2019). The preparation process is straightforward, with the teacher outlining the rules and the simple process of entering the game. Additionally, Gimkit aids in identifying learning difficulties by providing immediate feedback when students make errors, highlighting the correct answers. This feature helps students reflect and study more on challenging sections or materials.

The large number of students' positive perceptions of Gimkit as a formative assessment tool reflects the importance of gamification elements in modern education. These elements not only make learning more interesting but can also increase students' understanding and motivation to learn. The research conducted by Nurhadianti & Pratolo, (2020) supports these findings that gamification platforms such as Gimkit and Kahoot, when used as assessment tools, can increase students' motivation to learn and help them achieve the goal of becoming successful learners. The Classroom atmosphere is also one of the visible impacts. The research mentions that Kahoot! provides convenient feedback that can help students. Similarly, Gimkit offers the same features, such as error pointers to incorrect questions and providing the correct answers that can lead to the increase of motivation and knowledge. Another study by Lisniyanti et al., (2023) also supports these findings by showing the similarity that gamification platforms, including Kahoot! and Gimkit, can increase students' motivation, prevent boredom in the classroom, and make them more engaged in activities. The study by Lisniyanti et al., (2023) has some differences to the following study, the study that aims to improve students reading comprehension using Kahoot! as a platform, while the following study is using Gimkit. But with the same concept, namely gamification, each

of these studies uses gamification for learning in accordance with the theory related to gamification put forward by Werbach and Hunter (2012), as referenced in Peterson et al. (2021), namely the process of adding gaming aspects to non-gaming activities or apps is known as Gamification.

## CONCLUSION

This study intends to discuss a case where the researcher thinks that with the current technological advances, it can definitely be utilized for learning, and it is appropriate that some teachers take advantage of this. In addition, the researcher found that some students are now easily bored with book-based teaching, and when teachers want to conduct formative exams, many students do not want to do it because they are afraid of getting bad grades, and most of the teachers create an astonishing atmosphere when conducting exams with traditional methods that make them afraid and unable to focus. This case makes researchers want to study whether the use of gamification concepts by teachers in schools with digital platforms as a formative assessment tool can influence students. That is why this research led the researcher to look for teachers who have used digital game-based platforms in English learning.

The first research question is related to how the teacher implements the Gimkit digital platform as a formative assessment tool at the junior high school level. In this research, it was found that teachers implemented Gimkit as a formative assessment tool based on technological advances and the use of facilities provided by the government. In its implementation, it has been found that teachers carry out several processes that must be carried out to assess students using this platform, including creating a Gimkit account as an educator on the Gimkit website itself and creating questions that have been adapted to the material that has been taught, which is useful for checking progress. students in the learning that has been taking place, and after completion, the teacher just needs to assess the class, starting by distributing the game room code and starting the activity until the specified time. After the game is finished, the teacher just has to look at the students' results and provide feedback at the next meeting. This research also found related benefits and student reactions from a teacher's perspective. According to him, students can increase their knowledge by learning new vocabulary when using Gimkit. students also feel more enthusiastic, relaxed during assessments, and more motivated to learn English in the future.

The second research question is related to how the students view the implementation of Gimkit as a digital platform formative assessment tool in English learning. In this research, it was found that some students think that using Gimkit is fun, and some think that Gimkit in learning English is fun. The study findings reveal that the students want Gimkit to be used as an alternative platform that can be used alternately with paper-based tests. The findings also reveal that the students feel more motivated to learn English when using Gimkit in English learning. Also, the students

feel that using Gimkit is easy because it takes only a few steps to prepare and the rules are already clear. Lastly, it has been found that the students helped to identify the mistakes they made or need to learn to record with Gimkit because one of its features is that it can show which number they are wrong and give them the correct answer.

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