

STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote, entitled “EFL Secondary Students’ Attitudes Towards Quizizz as a Game-Based Assessment and Learning Tool With Differentiated Instruction (An Explanatory Sequential Mixed-Method Research)”, a partial fulfillment of the requirements for the Master's degree (M.Pd) and submitted to Magister Tadris Bahasa Inggris, The State Islamic University Sultan Maulana Hasanuddin Banten wholly constitutes my own original scientific writing.

The other persons’ works quoted in this paper have been referred to appropriately in accordance with the prevailing legal and intellectual ethic in the world of scientific writing tradition. However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction, such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, July 15th, 2023

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May all praise be to thank Allah for his mercies and blessings so that the researcher can write this thesis. Piece and salutation may always be with our last prophet Muhammad who has guided all the mankind to right path. The thesis entitled “EFL Secondary Students’ Attitudes Towards Quizizz as a Game-Based Assessment and Learning Tool With Differentiated Instruction (an Explanatory Sequential Mixed-Method Research)” is presented to the post-graduate program English Education Department, Sultan Maulana Hasanuddin State Islamic University Banten, in partial fulfillment of the requirement in finishing the study of Master Degree.

The researcher would convey her heartfelt gratitude to her support system, her lovely husband Husni Mubarak for allowing her to take this educational journey to get her next degree even offering her words of wisdom, encouragement, patient, and support when needed to get back to her right track. The researcher would convey her heartfelt gratitude to her two precious son and daughter, Elbie, and Adiva, for their support and cherishing during her study. The researcher would also like to convey her heartfelt gratitude to her big family, her father, her mother, her brother, and her sister, for their support, concern, and prayer throughout this process.

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Judul : EFL SECONDARY STUDENTS' ATTITUDES
TOWARDS QUIZZ AS A GAME-BASED
ASSESSMENT AND LEARNING TOOL WITH
DIFFERENTIATED INSTRUCTION (AN
EXPLANATORY SEQUENTIAL MIXED-METHOD
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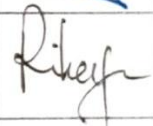
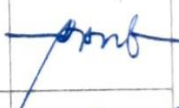



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Assalamu 'alaikum wr.wb.

Setelah melakukan bimbingan, arahan dan koreksi terhadap penulisan tesis magister yang berjudul: "EFL SECONDARY STUDENTS' ATTITUDES TOWARDS QUIZZ AS A GAME-BASED ASSESSMENT AND LEARNING TOOL WITH DIFFERENTIATED INSTRUCTION (AN EXPLANATORY SEQUENTIAL MIXED-METHOD RESEARCH) yang ditulis oleh,

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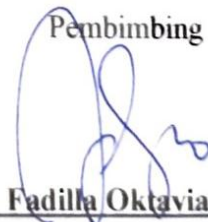
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EFL Students' Attitude Towards Quizizz as a Game-Based Assessment and Learning Tool with Differentiated Instruction (An Explanatory Sequential Mixed-Method Research)

ABSTRACT

This study investigates EFL students' attitudes towards Quizizz as an assessment and learning tool, specifically focusing on differentiated instruction. It involves 72 Al-Izzah Junior and Senior High School participants and utilizes a sequential explanatory mixed-method survey. The survey includes quantitative data collection through a 5-point Likert scale questionnaire and qualitative data collection through ten constructed questions. The findings of quantitative data indicate that majority of participants has a good response regarding the use of Quizizz with a score range 3,25 to 4,22 and had an average 3,87 from all the five dimensions, motivation, attitude, cognitive development, game interface, and expectation. The overall result reveal that EFL secondary students have positive perceptions of Quizizz as a game-based assessment and learning tool. They acknowledge its benefits and challenges, and they have experienced differentiated instruction in conjunction with Quizizz. This study addresses a research gap by exploring the potential benefits and challenges of using Quizizz for differentiated instruction. Understanding how Quizizz can support differentiated instruction is crucial for educators aiming to provide tailored and inclusive learning experiences. By filling this gap, the study highlights the effectiveness of Quizizz in facilitating differentiated instruction and offers insights on leveraging its potential to meet individual learners' needs, promote engagement, and enhance language proficiency. The findings inform educators and developers on maximizing Quizizz's educational potential, improving student outcomes, and creating a more inclusive learning environment.

Keywords: Assessment and Learning Tool, Differentiated Instruction, Quizizz

Sikap Siswa EFL Terhadap Quizizz sebagai Alat Penilaian dan Pembelajaran Berbasis Games dengan Pembelajaran Berdiferensiasi (Penelitian Mixed -Method Explanatory Sequential)

ABSTRAK

Studi ini menginvestigasi sikap siswa EFL terhadap Quizizz sebagai alat penilaian dan pembelajaran, dengan pendekatan pembelajaran berdiferensiasi. Studi ini melibatkan 72 partisipan dari Sekolah Menengah Atas dan Sekolah Menengah Pertama Al-Izzah, dan menggunakan metode survei campuran eksplanatori secara sekuensial. Survei ini mencakup pengumpulan data kuantitatif melalui kuesioner skala Likert 5 poin dan pengumpulan data kualitatif melalui sepuluh pertanyaan terkonstruksi. Temuan data kuantitatif menunjukkan bahwa mayoritas partisipan memberikan tanggapan positif terkait penggunaan Quizizz dengan rentang skor antara 3,25 hingga 4,22, dan rata-rata keseluruhan sebesar 3,87 dari lima dimensi, yaitu motivasi, sikap, perkembangan kognitif, interaksi permainan, dan harapan. Hasil keseluruhan menunjukkan bahwa siswa EFL memiliki persepsi positif terhadap Quizizz sebagai alat penilaian dan pembelajaran berbasis permainan. Mereka mengakui manfaat dan tantangan yang dihadapi, serta telah merasakan pengalaman belajar dengan pendekatan pembelajaran berdiferensiasi dalam kaitannya dengan Quizizz. Studi mengeksplorasi potensi manfaat dan tantangan penggunaan Quizizz untuk pembelajaran berdiferensiasi. Memahami bagaimana Quizizz dapat mendukung pembelajaran berdiferensiasi menjadi penting bagi pendidik yang bertujuan untuk memberikan pengalaman belajar yang inklusif. Dengan mengisi kesenjangan ini, studi ini menyoroti efektivitas Quizizz dalam memfasilitasi instruksi diferensial dan memberikan wawasan tentang pemanfaatan potensialnya untuk memenuhi kebutuhan individu siswa, meningkatkan keterlibatan, dan meningkatkan kemahiran bahasa. Temuan ini memberikan informasi kepada pendidik dan pengembang untuk memaksimalkan potensi pendidikan Quizizz, meningkatkan hasil belajar siswa, dan menciptakan lingkungan pembelajaran yang lebih inklusif.

Kata Kunci: Alat pembelajaran dan Evaluasi, Pembelajaran Berdiferensiasi, Quizizz.

موقف طلاب اللغة الإنجليزية كلغة أجنبية تجاه Quizizz كأداة للتقييم والتعلم قائمة على الألعاب مع تعليمات متميزة (بحث توضيحي متسلسل مختلط الأساليب)

ملخص

تهدف هذه الدراسة إلى استكشاف مواقف طلاب اللغة الإنجليزية كلغة أجنبية تجاه استخدام "كوييز" كأداة تقويم وتعلم، وتركز بشكل خاص على التعليم المتفاوت. تشمل الدراسة ٧٢ مشاركًا من طلاب المدارس الثانوية العليا والإعدادية "العزّة"، وتستخدم استبيانًا متعدد الأساليب تفسيريًا تتضمن جمع البيانات الكمية عبر استبانة تقييم تتضمن مقياس ليكرت بخمس نقاط، وجمع البيانات الكيفية عبر عشرة أسئلة مفتوحة. تشير نتائج البيانات الكمية إلى أن الغالبية العظمى من المشاركين أبدوا استجابة جيدة تجاه استخدام "كوييز" بنطاق درجات يتراوح بين ٣.٢٥ و ٤.٢٢، وكانت الدرجة المتوسطة ٣.٨٧ من خمسة أبعاد مختلفة، وهي: التحفيز، والموقف، والتنمية المعرفية، وواجهة اللعبة، والتوقعات. توضح النتائج العامة أن لدى طلاب اللغة الإنجليزية كلغة أجنبية في المرحلة الثانوية نظرة إيجابية تجاه "كوييز" كأداة لتقويم وتعلم قائمة على اللعبة. يعترفون بفوائدها وتحدياتها، ولقد قاموا بتجربة التعليم المتفاوت بالتوازي مع استخدام "كوييز". تعالج هذه الدراسة الفجوة البحثية من خلال استكشاف الفوائد المحتملة والتحديات في استخدام "كوييز" للتعليم المتفاوت. فهم كيف يمكن لـ "كوييز" أن يدعم التعليم المتفاوت أمر حاسم للمربين الذين يهدفون إلى توفير تجارب تعلم مخصصة وشاملة. من خلال ملء هذه الفجوة، تسلط الدراسة الضوء على فعالية "كوييز" في تسهيل التعليم المتفاوت وتقديم نصائح حول استغلال إمكاناتها لتلبية احتياجات المتعلمين الفردية، وتعزيز المشاركة، وتعزيز مهارات اللغة. تزود النتائج المربين والمطورين بمعلومات حول كيفية استغلال الإمكانيات التعليمية لـ "كوييز"، وتحسين نتائج الطلاب، وخلق بيئة تعلم أكثر شمولية.

الكلمات المفتاحية: أداة التقييم والتعلم، التعلم المتفاوت، كوييز.

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