

# CHAPTER I

## INTRODUCTION

The primary objective of this study is to investigate and discover English as Foreign Language (EFL) secondary students' attitudes towards Quizizz as a game-based assessment and learning tool which integrated with a differentiated instruction approach. The introduction will cover several sections, they are: Background of the Study, Problem Formulation, Research Question, Limitation of the Study, Research Objectives, Research Benefits, and Previous Study.

### A. Background of Study

In recent years, the integration of game-based assessment and learning tools in educational settings has gained significant attention as a means to enhance student engagement and promote active learning.<sup>1234</sup> In the field of EFL education, traditional assessment methods often fall short of effectively capturing students' understanding and catering to their diverse learning needs. This has led to the exploration of innovative approaches that help to

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<sup>1</sup> David Horachek, *Creating E-Learning Games with Unity* (Birmingham: Packt, 2014), 8.

<sup>2</sup> Ahmed Tlili and Maiga Chang, *Data Analytics Approaches in Educational Games and Gamification Systems: Summary, Challenges, and Future Insights* (Singapore: Springer, 2019), 3.

<sup>3</sup> Wee Hoe Tan, *Frameworks in Game- Based Learning* (Hershey PA: IGI Global, 2019), 2.

<sup>4</sup> Santi Caballé and Robert Clarisó, *Formative Assessment, Learning Data Analytics and Gamification In ICT Education Library of Congress Cataloging-in-Publication Data* (London: Elsevier, 2016), 3.

overcome those shorts such educational games and gamification learning system. These innovative approaches often seem to have negative aspects by parents and even educators.<sup>5</sup>

Parents and educators often view digital games as negative forms of media due to the belief that students engage in gaming solely for entertainment purposes. They hold the misconception that studying and having fun are mutually exclusive, assuming that education necessitates serious effort rather than enjoyment. Additionally, their limited understanding of the educational benefits of games contributes to this perception. These misconceptions arise from their tendency to categorize various types of games uniformly, without recognizing their distinct values.<sup>6</sup>

There are many researchers and educators who are showing interest in such educational games and gamification learning system.<sup>78</sup> According to Matthew and Michael D, these tools have the potential to effectively engage and motivates learners during the educational process. Simultaneously, these tools enable to comprehend learners' requirements, silently evaluate their skill and knowledge, and furnish teacher with comprehensive information

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<sup>5</sup> Youngkyun Baek, *Gaming for Classroom-Based Learning: Digital Role Playing as a Motivator of Study* (Hershey: IGI Global, 2010), 1.

<sup>6</sup> Baek, *Gaming for Classroom-Based Learning: Digital Role Playing as a Motivator of Study*, xv.

<sup>7</sup> Matthew. Farber, *Gamify Your Classroom: A Field Guide to Game-Based Learning* (New York: Peter Lang, 2017), 1.

<sup>8</sup> Michael Burmester, Daniela Gerhard, and Frank Thissen, *Digital Game-Based Learning, Proceedings of the 4th International Symposium for Information Design 2nd of June 2005 at Stuttgart Media University* (Universitätsverlag Karlsruhe, 2005): 9, <https://doi.org/10.4018/978-1-61520-678-0.ch009>.

about their students. It also alerts teachers and administrators to be attentive to students who may be at risk in need of additional support.<sup>9</sup>

In the educational field, the digital game-based learning also known as DGBL has emerge as a highly efficient and effective approach in both mainstream and adult education. Extensive research and experimentation have demonstrated the effectiveness of digital game-based learning as a valuable educational solution.<sup>10</sup> However, it is not the same with traditional assessment. The traditional assessment methods in EFL classroom often face several challenges that can hinder effective learning and accurate measurement of students' language proficiency.

One significant challenge is the limited ability of traditional assessment to capture the full range of students' language skill. Traditional exams, such as multiple-choice tests or written essays, may primarily focus on grammar and vocabulary knowledge, neglecting other essential language competencies, such as speaking and listening. As a result, these assessments fail to provide a comprehensive and holistic understanding of students' language abilities. This limitation can lead to an incomplete evaluation of students' language proficiency and hinder the identification of areas that require improvement.<sup>11</sup>

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<sup>9</sup> Tlili and Chang, *Data Analytics Approaches in Educational Games and Gamification Systems: Summary, Challenges, and Future Insights*, xiii.

<sup>10</sup> Tan, *Frameworks in Game- Based Learning*, xv.

<sup>11</sup> Arild Raaheim et al., "Digital Assessment—How Does It Challenge Local Practices and National Law? A Norwegian Case Study," *European Journal of Higher Education* 2, no. 2 (November, 2018): 219–31, <https://doi.org/10.1080/21568235.2018.1541420>.

Another challenge of traditional assessment methods in EFL classroom is their potential to create an environment of anxiety and stress among students. High-stakes exams, where students' performance heavily influences their grades or academic progression, can induce pressure and fear of failure. This anxiety can negatively impact students' performance and motivation, resulting in a less accurate representation of their true language abilities. Additionally, the focus on individual performance in traditional assessments may discourage collaboration and communication skills, which are crucial for real-life language use. Thus, traditional assessment methods may not fully promote the development of important communicative and social language skills that are necessary for effective language use in authentic contexts, because our education today needs many practical skills that can only be attained through hands-on experience, practical exercises, design projects, and many other similar activities.<sup>12</sup>

Furthermore, traditional assessments often lack the flexibility to accommodate the diverse learning needs and preferences of EFL students. Classroom setting typically consist of learners with varying levels of proficiency, learning styles, and background. Traditional exams usually follow a standardized format, which may not effectively cater to the individual needs of students. This lack of customization can limit the

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<sup>12</sup> Caballé and Clarisó, *Formative Assessment, Learning Data Analytics and Gamification In ICT Education Library of Congress Cataloging-in-Publication Data*, xvii.

engagement and motivation of learners, as they may not find assessments relevant or challenging enough to meet their specific requirements. Consequently, traditional assessment may fail to provide opportunities for students to demonstrate their full potential and impede the development of personalized learning experiences that cater to their unique strengths and areas of improvement that have to adjust with instruction using sustainable classroom routines that provide all students with equitable, optimal, and rigorous opportunities to learn within the lesson.<sup>13</sup>

Our students nowadays live in a digital world where society is heavily influenced by digital tools and applications, to keep up with the trend, it is crucial for today's educators to align with the technology to capture the students' interest.<sup>14</sup> There are many educational applications like Quizizz, Socrative, and Kahoot that have been widely utilized. These apps have revolutionized the learning experience by allowing students to actively engage in interactive classroom activities using devices.<sup>15</sup>

Recently, Quizizz has emerged as a prominent digital tool utilized in language learning. Its integration into education has resulted in increased

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<sup>13</sup> Bondie Rhonda and Zusho Akane, *Differentiated Instruction Made Practical, Differentiated Instruction Made Practical* (New York: Routledge, 2018), xvi.

<sup>14</sup> Rukiye Degirmenci, "The Use of Quizizz in Language Learning and Teaching from the Teachers' and Students' Perspectives: A Literature Review Article Info Abstract," *Language Education and Technology (LET Journal)* 1, no. 1 (March, 2021): 1–11, <http://langedutech.com>.

<sup>15</sup> Rudi Irwansyah and Muna Izzati, "Implementing Quizizz as Game Based Learning and Assessment in the English Classroom," *TEFLA Journal (Teaching English as Foreign Language and Applied Linguistic Journal)* 3, no. 1 (May, 2021): 13–18, <https://doi.org/https://doi.org/10.35747/tefla.v3i1.756>.

learner engagement and active participation during lessons. Quizizz operates as an online quiz platform, where learners compete with each other to achieve the highest score.<sup>16</sup> This platform offers remarkable features such as memes, music, avatar, and themes, all designed to stimulate students' motivation and active engagement during learning and quiz activities. Quizizz also provides teachers with the ability to access students' quiz results in the form of a report, which can be downloaded and utilized as a guideline to offer personalized feedback to each student.<sup>17</sup>

In Indonesia for the past few years, differentiated instruction serves a vital role in EFL education by effectively addressing the diverse learning needs of students, especially in the latest curriculum namely *Implementasi Kurikulum Merdeka* (IKM) which massively socialized among Indonesian teachers at all school levels these present days.<sup>18</sup> IKM and differentiated instruction share a strong relationship in promoting effective and inclusive education. IKM emphasizes learner-centered approaches, allowing students to actively engage in their own learning process and take ownership of their education. Differentiated instruction, on the other hand, recognizes that

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<sup>16</sup> Degirmenci, "The Use of Quizizz in Language Learning and Teaching from the Teachers' and Students' Perspectives: A Literature Review Article Info Abstract.", 2.

<sup>17</sup> Dian Fadhilawati, "Using Quizizz Application for Learning and Evaluating Grammar Material," *JOSAR (Journal of Students Academic Research)* 6, no. 1 (March, 2021): 85–94, <https://ejournal.unisbablitar.ac.id/index.php/josar/article/view/1448>.

<sup>18</sup> Siti Zulaiha, Tika Meldina, and Meisin, "Problematika Guru Dalam Menerapkan Kurikulum Merdeka Belajar," *Jurnal Pendidikan Dan Pembelajaran Dasar* 9, no. 2 (November, 2022): 163–77, <http://ejournal.radenintan.ac.id/index.php/terampil/article/view/13974>.

students have diverse learning needs and abilities, and seeks to tailor instruction to meet these individual differences.

In an EFL classroom, learners often come from different backgrounds, possess varying levels of language proficiency, and exhibit distinct learning styles. This approach as teachers tailored in addressing the unique needs of learners, guided by principles such as providing respectful tasks, flexible grouping, and continuous assessment and adjustment. Teachers have the ability to customize the content, instructional methods, and outcomes based on students' readiness, interests, and learning styles. By individualizing instruction through differentiation, educators can create a supportive and inclusive learning environment that caters to the diverse needs and preferences of students.<sup>19</sup>

Quizizz as a game-based assessment and learning tool can be effectively integrated with differentiated instruction in the educational setting. By combining the interactive features of Quizizz with the principle of differentiated instruction, educators can create a personalized and inclusive learning experience for students. This flexibility empowered teachers to provide varied levels of challenge, alternative learning materials, and different assessment methods to cater the diverse needs of learners.

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<sup>19</sup> Rhonda M Borcharding, "Portfolios as an Alternative Assessment Strategy in Second Portfolios as an Alternative Assessment Strategy in Second Language Instruction Language Instruction" (University of Northern Iowa, 2000), 3.

## B. Problem Formulation

Many educators in our education system are faced with the challenge of staying abreast of the latest digital developments, including issues such as students using cell phone and texting during classroom activities.<sup>20</sup> This condition will come out with many advantages and disadvantages. The concept of providing differentiated instruction to every student in a classroom can be daunting for teachers.<sup>21</sup> Moreover, as we know that students of the same age exhibit unique learning preferences, just as they differ in terms of size, food, personality, and hobbies preferences. While there are commonalities among students due to their shared humanity and youthful nature, their individual differences are equally significant.<sup>22</sup>

Unfortunately, in classroom with limited or no differentiated instruction, the focus tends to be on student similarities, disregarding the importance of addressing individual needs and preferences. In the school setting, providing differentiated instruction that caters to students with diverse entry points and varying interests creates a more comfortable, engaging, and inclusive learning environment. Despite students being of the same age, using a one-size-fits-all approach to instruction is an ineffective as

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<sup>20</sup> Robert C Corey, “Digital Immigrants Teaching Digital Natives: A Phenomenological Study of Higher Education Faculty Perspectives on Technology Integration with English Core Content” (Drake University, 2012), 1.

<sup>21</sup> Marcie Nordlund, *Differentiated Instruction: Meeting the Educational Needs of All Students in Your Classroom* (Maryland: Scarecrow Press, 2003), 2.

<sup>22</sup> Ann Tomlinson Carol, *How to Differentiate Instruction in Academically Diverse Classroom 3rd Edition*, 3rd ed. (Alexandria: ASCD, 2017), 13.



wearing ill-fitting clothing. Recognizing that students have different learning timelines and varying abilities to grasp abstract concept is similar to acknowledge that students of the same age differ in height. It is not a judgement of their worth but an acknowledge of the reality of individual differences.<sup>23</sup>

There are many schools that forbid their students to bring devices to the classroom with many reasons. Even so, there are also many schools with BYOD (Bring Your Own Device) which has rationale reason as well. Starting from the mid-2000s, we have observed a growth and widespread adoption of more advanced computer games, thanks to significant advancements in graphics processing engines and pixel-based color display.<sup>24</sup> The use of devices in the classroom, coupled with game-based assessment and learning approaches, offers several advantages and promotes a symbiotic relationship between the two.

### **C. Research Question**

Based on the background of the study and research of the question above, the research question will be formulated to explore and comprehend the EFL Secondary Students' Attitudes towards Quizizz as a Game-Based Assessment and Learning Tool with Differentiated Instruction Approach. The

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<sup>23</sup> Carol Ann Tomlinson, *How to Differentiate Instruction Mixed Ability Classroom 2nd Edition*, ASCD, 2nd ed. (Virginia: ASCD, 2001), 1.

<sup>24</sup> Yam San Chee, *Games-To-Teach or Games-To-Learn: Unlocking the Power of Digital Game-Based Learning Through Performance* (Singapore: Springer, 2016), 1.

data gained and gathered from this research will be analyzed and answered the following questions:

1. What are the attitudes of EFL secondary students toward Quizizz as a game-based assessment and learning tool?
2. How do EFL secondary students perceive the benefit and challenges of using Quizizz?
3. How do EFL secondary students experience differentiated instruction in conjunction with Quizizz?

#### **D. Limitation of Study**

The identification of the problem highlights numerous areas within the context of EFL where game-based assessment and learning also the use of differentiated instruction approach related issues can be examined. To detour misleading in interpreting the problem and issue, it is required for the researcher set the limitation of the study. The researcher limits the issue to the EFL secondary students' attitudes towards Quizizz as a game-based assessment and learning tool with differentiated instruction approach.

#### **E. Research Objectives**

Aligned with the research questions, this study aims to provide an in-depth analysis of EFL secondary students' attitudes towards Quizizz as a game-based assessment and learning tool that integrated with differentiated instruction approach. Therefore, the researcher aims in:

1. Identifying the attitudes of EFL secondary students toward Quizizz as a game-based assessment and learning tool.
2. Identifying the EFL secondary students perceive the benefit and challenges of using Quizizz.
3. Identifying EFL secondary students experience differentiated instruction in conjunction with Quizizz.

#### **F. Research Benefit**

The research on EFL secondary students' attitudes towards Quizizz as a game-based assessment and learning tool with differentiated instruction approach offers several benefits:

1. Provides valuable insight into the effectiveness of Quizizz as a game-based assessment and learning tool in the specific context of EFL secondary education. Understanding students' attitudes toward Quizizz can help educators and curriculum developers make informed decisions about its integration into classroom practices.
2. The research explores the role of differentiated instruction in conjunction with Quizizz, shedding light on how personalized and individualized approaches can enhance students' learning experiences. This understanding can inform teaching strategies

and instructional design, enabling educators to better cater to the diverse needs and learning profiles of EFL secondary students.

3. The research investigates the impact of Quizizz on students' engagement, motivation, and overall attitudes towards learning. By examining the benefits and potential challenges associated with using Quizizz, educators can make evidence-based decision regarding the incorporation of game-based assessment tools in their instructional practices.
4. The study contributes to the field of EFL education by expanding knowledge about the intersection of digital technology, game-based assessment, and differentiated instruction. It provides a deeper understanding of how these elements can be effectively integrated to optimized learning outcomes and foster a positive learning environment for EFL secondary students.
5. The research benefits students by potentially improving their learning experiences, engagement, and academic performance. It also benefits educators and policymakers by providing evidence-based insight to inform instructional practices and curriculum development in the field of EFL education.

## G. Previous Study

There are many researchers performing research to discover the role of using Quizizz application as game-based assessment and learning for EFL students.<sup>25</sup> Several studies have demonstrated that teachers hold positive perception of Quizizz, acknowledging its efficacy, practicality, user-friendly interface, and ability to motivate learners. Other research examines the effectiveness of using Quizizz toward students' reading comprehension. Some other research examines students exhibit a stronger grasp of the material when presented in Quizizz and find it to be an enjoyable and engaging tool, students also do not perceive it as assignments that contributes to increase student interest in learning.

These previous types of research were utilized as references to accomplish this research. These previous researches and this research have some common similarities, especially in discussing the role of using Quizizz

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<sup>25</sup> Wiwin Handoko et al., "Gamification in Learning Using Quizizz Application as Assessment Tools," *Journal of Physics: Conference Series* 1783, no. 1 (June, 2021): 1–7, <https://doi.org/10.1088/1742-6596/1783/1/012111>.

<sup>26</sup> Thulasirani A/P Munuyandi et al., "Effectiveness Of Quizizz in Interactive Teaching and Learning Malay Grammar," *Asian Journal of University Education* 17, no. 3 (July, 2021): 109–18, <https://doi.org/10.24191/ajue.v17i3.14516>.

<sup>27</sup> Ine Nur Fadillah and Rina Maryanti, "Application of Learning Videos and Quizizz in Increasing Students Interest in Learning English in Middle Schools," *Indonesian Journal of Multidisciplinary Research* 1, no. 2 (September, 2021): 329–36, <https://doi.org/10.17509/ijomr.v1i2.37853>.

<sup>28</sup> N.W.I. Priyanti, M.H. Santosa, and K.S. Dewi, "Effect of Quizizz Towards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context," *Language and Education Journal Undiksha* 2, no. 2 (July, 2019): 71–80, <https://doi.org/10.23887/leju.v2i2.20323>.

<sup>29</sup> Thomas Mason Lim and Melor Md Yunus, "Teachers' Perception towards the Use of Quizizz in the Teaching and Learning of English: A Systematic Review," *Sustainability (Switzerland)* 13, no. 11 (June, 2021): 1–15, <https://doi.org/10.3390/su13116436>.

application as game-based assessment and learning for EFL students. Nevertheless, some cases distinguished this research and these previous types of research. These previous types of research focus on of using Quizizz application as game-based assessment and learning and its effectiveness for EFL students. Whereas this research has a point of view to focus on the students' attitudes toward the using of Quizizz application as game-based assessment and learning integrated with the differentiated instruction approach.

#### **H. Novelty**

The novelty of the present study lies in its focus on integrating the differentiated instruction approach with the use of Quizizz as a game-based assessment and learning tool for EFL students. While previous studies have explored the effectiveness of Quizizz in terms of its impact on student motivation, comprehension, and engagement, this study aims to address a specific gap by investigating the students' attitudes towards using Quizizz within the context of differentiated instruction.

Differentiated instruction is an instructional approach that recognizes and accommodates the diverse learning needs, preferences, and abilities of students within the same classroom. By incorporating this approach with Quizizz, the present study aims to explore how Quizizz can be adapted and

utilized as a tool to provide personalized learning experiences for EFL students.

The study intends to investigate how Quizizz, when combined with differentiated instruction strategies, can cater to the individual needs of students in terms of content, process, and product. It aims to examine whether Quizizz, with its game-based format, can effectively deliver differentiated instruction by providing various levels of difficulty, alternative explanations or examples, and opportunities for students to demonstrate their understanding in different ways.

By exploring students' attitudes towards the integration of Quizizz and differentiated instruction, this study aims to contribute valuable insights into the potential of using Quizizz as a flexible and adaptable tool that can support personalized learning experiences for EFL students. It seeks to fill the gap by providing evidence on how Quizizz, when integrated with differentiated instruction, can better accommodate the diverse needs and preferences of EFL learners, leading to enhanced engagement, motivation, and learning outcomes.