



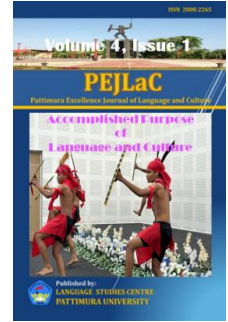
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**Comparing the Effects of Differentiated Instruction using Student Worksheets
vs. Quizizz on EFL Learners' Vocabulary Acquisition and Language Usage**

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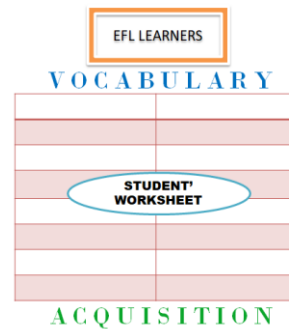
Abstract

The objective of this study was to assess the effectiveness of differentiated learning through the integration of Quizizz, compared to the use of student worksheets, on vocabulary acquisition and language usage. This study utilized a quantitative, quasi-experimental research design to compare the effect of these two instructional approaches on EFL learners' learning outcomes and perceptions. The participants were 58 Grade 8 Junior High School students, divided into a Quizizz group (n=29) and a worksheet group (n=29). The Quizizz group received differentiated instruction using the interactive Quizizz platform, while the worksheet group used traditional student worksheets. Pre-test analysis revealed no significant differences between the groups. After the one-month intervention, post-test results showed statistically significant improvements in learning outcomes for both groups. However, the Quizizz group outperformed the worksheet group on vocabulary mastery and application ($t=4.71$, $p<0.01$), with higher average scores ($M=85.05$) compared to the worksheet group ($M=81.26$). The Quizizz group also exhibited more positive attitudes towards English language learning, demonstrating higher levels of motivation, engagement, enjoyment, and interest ($F=1.196$, $p<0.01$) than the worksheet group. These findings suggest that the integration of Quizizz into differentiated learning enhances student learning outcomes and fosters a more positive attitude towards English language learning compared to traditional worksheets. The results highlight the potential benefits of incorporating technology-based approaches into differentiated instructional practices.

Keywords: Instruction, Student' Workseet, EFL Learners, Vocabulary Acquisition.

The significant finding:

Integration of Quizizz into differentiated learning enhances student learning outcomes and fosters a more positive attitude towards English language learning compared to traditional worksheets. There are some potential benefits of incorporating technology-based approaches into differentiated instructional practices.



ARTICLES

I. INTRODUCTION

English foreign language teaching plays a critical role in equipping students with the skills and proficiency needed to communicate effectively in today's globalized world. However, the diverse learning needs, abilities, and backgrounds of English language learners pose significant challenges for educators (Tomlinson et al., 2003). Traditional one-size-fits-all instructional approaches often fail to address the unique requirements of individual students, resulting in disengagement, limited progress, and reduced language acquisition (Tomlinson, 2014)

In this context, differentiated instruction emerges as a vital pedagogical approach to cater the diverse needs of English language learners. There are various definitions of differentiated instruction in the literature. Across definitions some important aspects are emphasis such as tailoring instruction to meet individual needs (Tomlinson, 2014), varied teaching strategies (Bogen et al., 2019;Subban, 2006) to meet the needs of all students, adapting content, and process to ensure that each student is supported appropriately. It is basically a philosophy of teaching and learning which recognizes that each learner is unique in the sense that not every student is doing exactly the same thing at the same time or in the same

way (Gheysens et al., 2022; Felder & Brent, 2005). As this is the issue, providing multiple options for students to learn, practice, and demonstrate their understanding of the language is preferable or demanding.

In English foreign language teaching and learning, the primary goal of differentiated instruction is to foster student language development by acknowledging the variations in learners' language proficiency, prior knowledge, and learning preferences. In this case, teachers design instructional strategies and activities that align with students' abilities and promote meaningful language learning experiences. Some of the ways that teachers can differentiate instruction in the foreign language classroom are by varying the delivery mode or format of the instruction (Naka, 2018; Ojong, 2023). For example, a teacher can offer different types of activities for students to choose from, such as reading a text, listening to a podcast, watching a video, or playing a game. A teacher can also use different media or materials to present the content, such as print, audio, visual, or digital.

In relation to implementing differentiated instruction, the use of student worksheets is essential as part of instructional approach. In the past, worksheets emerged as part of the structural approach to language teaching, which emphasized the systematic practice of grammatical structures and vocabulary through drill-and-practice activities (Kumaravadivelu, 2006). As the communicative language teaching (CLT)

approach gained prominence, student worksheets began to incorporate more meaningful, contextualized language activities to develop students' communicative competence (Richards, 2006). Further shift, highlighting the importance of input, interaction, and learner-centered approaches. This influenced the design of student worksheets to include more authentic materials, task-based activities, and opportunities for collaborative learning (Isabel Munévar Jerez et al., 2017).

Printed worksheets have been a mainstay in language classrooms to this very day. These paper-based materials allow teachers to design targeted exercises, activities, and practice opportunities for students to engage with language content. It can be tailored to specific lesson objectives, language proficiency levels, and learning styles, to provide a tangible resource for students to work through independently or collaboratively (Isabel Munévar Jerez et al., 2017)

On the other hand, the integration of technology has further shaped the use of worksheets, with a focus on differentiated, interactive, and multimodal activities that cater to various learning styles and language proficiency levels. The emergence of online platforms like Quizizz has provided alternative choice to printed worksheet for English language teachers to engage students in language learning. Digital Quizizz platform allows teachers to create customized quizzes, games, and assessment activities that students

can access and complete on their own devices (Batista & Junior, 2020; Lim & Yunus, 2021). This digital format incorporates multimedia elements, immediate feedback, which can enhance the learning process and provide valuable formative assessment information for teachers (Batista & Junior, 2020; Degirmenci, 2021).

Both printed worksheets and Quizizz serve the same goal of supporting language learning. They can cater to different learning preferences and instructional needs within the language classroom. However, they both are different in their format, delivery, and interactive features. This study explores the effectiveness of using printed worksheet and Quizizz in differentiated learning as a supplementary material to students. **Research Questions that guided this study are:**

1. To what extent does the use of differentiated instruction with student worksheets versus Quizizz influence EFL learners' vocabulary acquisition?
2. To what extent does the use of differentiated instruction with student worksheets versus Quizizz influence EFL learners' language usage?
3. What are the differences in students' perceptions and attitudes towards the use of student worksheets versus Quizizz for vocabulary learning?

II. LITERATURE REVIEW

2.1 Differentiated Learning

Differentiated learning is an instructional approach that acknowledges the diverse characteristics and abilities of students within a classroom setting, and aims to provide targeted support to meet their individual learning needs. This approach involves the customization of learning design and assessment methods to cater to the specific requirements of each student, taking into account their readiness, interests, and learning profile (Ortega et al., 2018; Tomlinson, 2001).

One crucial principle of differentiated learning is the collection of comprehensive information about students' knowledge, skills, and interests as a basis for designing appropriate learning experiences. Subban, (2006) related it as individualizing instruction to meet students' unique needs by utilizing a wide range of strategies and materials to address diverse learning needs. It is emphasizing on providing varied resources and instructional methods to engage students with different learning styles and preferences (Ruben Gentry et al., n.d.; Subban, 2006). In this regard Jones, (2008) highlights the multisensory approaches, such as incorporating visual aids and hands-on activities, to support students with diverse learning needs. In addition, continuous assessment and adjustment resonates with the concept of responsive teaching.

Differentiated learning has been shown to have many benefits in English language

teaching, including increasing student engagement, motivation and academic achievement (Naka, 2018; Subban, 2006). A study conducted by (Kotob & Ali Abadi, 2019) found that differentiated learning provided effective results in improving lower level students' English language proficiency in mixed ability classroom in Beirut. This research found that students treated with Differentiated learning showed greater improvements in academic score compared to those treated with traditional learning models. Another research conducted by Parker & Gibson, (2010) found that differentiated learning is very effective for literacy achievement of English language learners with different learning styles. Other studies conducted by Rahimi et al., (2019) showed differentiated instruction boost up the level of motivation and achievement in learning Arab language.

Despite the benefits of differentiated learning, there are also some challenges in implementing this approach in English language teaching. One challenge is the need for teachers to have a deep understanding of students' varied learning needs and the ability to make teaching adjustments. This requires significant time and effort on the part of the teacher and requires additional professional development and support (Tomlinson, 2001). Another challenge is the potential increase in workload and planning time for teachers. Developing and implementing differentiated learning requires careful planning and preparation, and teachers may need to create multiple lesson plans and

materials to meet the needs of all students in their class (Melesse, 2016; Santangelo & Tomlinson, 2009).

The Use of Student Worksheets in Language Learning

The use of student worksheets has been a longstanding and evolving practice in language teaching and learning. It allows teachers to design targeted language exercises, activities, and practice opportunities that align with specific language learning objectives (Jones, 2008). Worksheets can be tailored to accommodate students' varying proficiency levels, learning styles, and needs, providing a tangible resource for independent or collaborative work (Isabel Munévar Jerez et al., 2017) (Haley, 2018). Studies have shown that the tactile nature of worksheets and the ability to annotate, organize, and collect them can contribute to a sense of ownership and engagement for some learners (Dornyei, 2011).

Students' worksheets are widely used in school as a source of supplementary materials, even as the main source of student's activity guidance. The activities provided in the worksheet are varied depend on the topic and learning objectives. Basically, it covers vocabulary, grammar and language skills such as reading, listening, writing, and speaking (Akkoyunlu & Soyly, 2008) The student worksheet is planed and designed systematically to serve different purposes such as 1) to helps students find a concept, 2) to helps students implement and integrate various concepts that have been found, 3) functions as a learning guide, 4)

functions as reinforcement, and 5) serves as a practical guide. (Chandra & Hayati, 2017; Maridueña Macancela et al., 2015)

Worksheets can be purposeful, but the teacher must put effort into finding or creating these worksheets to ensure their students success. There are some concerns when it comes to utilizing worksheets in the classroom. It is important that the worksheets meet the developmental levels of the students to achieve learning objective. Study by (Haswani et al., 2024) indicated that students who are emergent readers struggle with reading the directions. They elaborate that students who have mastered the skill the worksheet is addressing will have little trouble and benefit little because they already know the material, while students who lack in that skill set will not perform well and the worksheet will not provide an opportunity to better understand the skill. (Haswani et al., (2024) found more issues with worksheets: the format of texts, reading demand, openness of questions, the challenge of tasks and the relationship between students' interests and tasks. worksheets increased a student's achievement and that worksheets can be developed for other topics that are difficult to understand (Maridueña Macancela et al., 2015).

The use Quizizz in language learning

The emergence of digital technologies has led to the development of interactive, online platforms such as Quizizz. Quizizz is designed for creating and delivering interactive quizzes, holds potential as a differentiated learning tool within the realm of English language teaching.

This online platform offers a more dynamic and engaging learning experience (Lim & Yunus, 2021). Quizizz, for instance, allows teachers to create customized quizzes, games, and assessment activities that students can access and complete on their own devices (Degirmenci, 2021). The digital format often incorporates multimedia elements, immediate feedback, and data-driven insights, which can enhance the learning process and provide valuable formative assessment information for teachers (Lim & Yunus, 2021).

Judging the its features, Quizizz can be serve the function of student worksheet to support language learning. The differences are in their format, delivery, and interactive features can cater to different learning preferences and instructional needs within the language classroom (Lim & Yunus, 2021; Yunus & Hua, 2021). Printed worksheets offer a familiar and tangible experience, while Quizizz, provide a more interactive and data-driven approach (Handoko et al., 2021).

Several research results show the effectiveness of Quizizz in teaching English. Research conducted by Munuyandi et al., (2021) found that Quizizz was effective in increasing student learning and motivation in foreign language classes. The study compared the effectiveness of Quizizz with traditional paper-based quizzes and found that Quizizz was more effective in encouraging student learning and motivation. Another study conducted by Razali et al., (2020) found that Quizizz was effective in encouraging student

engagement and motivation in the context of online language learning. The research found that Quizizz was particularly effective in encouraging student engagement and motivation among students who lacked confidence in their language skills. Furthermore, research conducted by Munuyandi et al., (2021) found that Quizizz was effective in encouraging student learning and engagement in language classes. This research found that Quizizz was particularly effective in encouraging student engagement and motivation among students who are typically less involved in traditional classroom activities. The various studies above show that Quizizz can be an effective tool for promoting student learning, engagement and motivation in language teaching contexts.

III. METHODOLOGY

This study utilized a quantitative, quasi-experimental research design (Alversia, 2011) to compare the effect of differentiated instruction using Quizizz versus student worksheets on EFL learners' vocabulary acquisition and language usage at Junior High Schools. The participants in this study consisted of 58 Grade 8 Junior High School students (N=58) with an average age of 14 years. The student worksheet group included 29 students that consist of 11 males and 18 females. They have a similar level of English language skills. The majority of the students came from middle-class socioeconomic backgrounds, with varying degrees of prior exposure to English in Elementary school

ranging from 3 to 6 years of formal English language instruction.

The Quizizz group also comprised 29 students that consisted of 13 males and 16 females. Similar to the worksheet group, the Quizizz group participants similar level of English proficiency based on the pre-assessment. The students in this group also came from middle-class socioeconomic backgrounds, with prior exposure to English language instruction ranging from 3 to 6 years. Both groups were drawn from the same Junior High School, which follows a standardized English language curriculum. The school is located in an urban area and serves a diverse student population.

Both printed worksheet group and digital Quizizz groups were taught by the same Junior High School teachers who had previously participated in training conducted by the researcher team, focusing on differentiated learning models and the utilization of digital Quizizz, and printed worksheet. A week training encompassed various activities, including the design of differentiated contents, learning process or activities and products. AI technology such as Chat GPT (<https://poe.com/>) was used to help the team teacher design the content include various types of text (written and spoken) in the form of monologues and dialogues presented in digital book, video and printed text with different topics and activities.

The team teaching consisted of two teachers who voluntarily participated to teach the students from the printed worksheet group

as well as the Quizizz group. They engaged in collaborative discussion to determine the teaching materials. Two topics, "Telling Time" and "It is Me," were chosen in alignment with the syllabus. The two teachers collaborated to design their materials, incorporating the principles of differentiated learning in terms of content and process-related activities, as imparted during the training. Once a consensus was reached regarding the materials and various media created for differentiated learning, the two teachers proceeded to developing activities in Quizizz platform and the printed worksheets to be used in the classroom and at home as an extra work for them. Activities for both groups were the same incorporating visual (picture) and audio-visual (video) materials, small group works, and classroom presentation. After the teaching materials were created and tested, the team implemented them in both groups.

Pre-tests was carried out to measure students' language proficiency before implementing the intervention using Quizizz and student work sheets. The purpose is to assess the initial level of the participants' language ability. It serves as a baseline measurement against which the post-test results can be compared. The test instrument was designed to assess two key aspects: (a) vocabulary acquisition and (b) vocabulary understanding in the language through listening, speaking, reading, and writing. The pre-tests were administered in three different formats: multiple choice, sentence completion, and short answer. The post-test was conducted

to measure students' language learning outcomes after the implementation of the differentiated learning model using Quizizz and Student work sheets. Similar to the pre-test, the post-test aimed to assess the participants' language ability related to vocabulary acquisition and vocabulary understanding through listening, speaking, reading, and writing. The post-test, like the pre-test, consisted of three different formats: multiple choice, sentence completion, and short answer. These formats were chosen to comprehensively evaluate students' abilities in applying vocabulary in various contexts and language skills. The post-test included the same number of items as the pre-test, ensuring a consistent measurement of students' progress. Both pre-test and post-test were administered in the classroom.

In addition to the test, a questionnaire was developed to collect quantitative data on students' attitudes and perceptions towards English foreign language learning. The questionnaire aimed to capture students' perspectives on motivation, engagement, enjoyment, and interest in the learning process. It comprised 10 statements that employed a Likert scale ranging from 1 to 5, allowing students to indicate their agreement or disagreement with each statement. For instance, statements such as "English learning activities enhance my confidence in my English skills" and "English classes are enjoyable" were included. These statements aimed to gauge students' subjective experiences and opinions

regarding the effectiveness and enjoyment of the learning activities.

Quantitative data from both tests and surveys were analysed using descriptive statistics to describe student learning outcomes and their perceptions before and after treatment. Meanwhile, inferential statistics in the form of a t-test were applied to test significant differences and comparisons of learning outcomes (scores) and perceptions of the two groups.

IV. RESULT

Students' test scores on the pre-test and post-tests on target language (vocabulary, and language usage) and attitudes were marked independently. The scores were input to SPSS and examined using ANOVA, t-tests, and descriptive statistics. The independent variables were the two groups (printed student worksheet and Quizizz). The dependent variables were the scores on the vocabulary and language usage. Significant differences in language achievement in students before and after instruction were observed. In order to observe in more detail, the significant differences, t-tests were used for the post hoc analysis. Tables 1 and 2 represent the means and standard deviations of test scores for each group before the treatment. Analysis of pre-test scores indicated that there was no significant statistical differences ($F=1.552$, $p = .78$) between the two groups in terms of English language skills related to vocabulary mastery and its application in language skills. In other words, both groups exhibited similar levels of

English language skills before the treatment, specifically in understanding vocabulary and its meaning in English skills. Table 4.1.1 Mean score and standard deviation of students' pre-test English language skills

Table 1. Pre-test of student's English vocabulary and language usage

Tests	Digital Quizizz group N= 29		Printed Worksheet group N=29	
	Mean	SD	M	SD
Pre-test	68.88	4.15	68.64	4.9

Table 2. Results of analysis of variance

Source	F	df	P	MD
Group	1.552	104	.78	.24

Table 3. Students' attitudes towards learning English

Attitude	Digital grup Quizizz N= 29		Printed Worksheet group N=29	
	Mean	SD	M	SD
Sebelum perlakuan	3.03	.33	3.00	.36

Table 4. Variance analysis of students' attitude scores

Source	F	df	P
Group	.072	104	.70

Upon completion of a month treatment period, both groups took post-test to evaluate the extent of the changes. The analysis of the pre-test and post-test results revealed a highly significant and impactful change ($t(104) = 4.471, p < 0.01$) resulting from the implemented learning treatment.

Table 4.1.5 Difference in scores between pre-test and post-test for each group (N=58)

Test	Experimental group N= 29		Control group N=29	
	Mean	SD	M	SD
Pre-test	68.88	4.15	68.64	4.9
Post-test	85.05	4.18	81.26	4.54

Source	M	t	P
Quizizz group	-16.16981	-31.473	0.01
Work Sheet group	-12.62264	-19.622	0.01

Significant differences were observed between the Digital Quizizz and the Worksheet group.

The disparity between the Quizizz group and the Work Sheets group was found to be statistically significant ($t = 4.71, p > 0.01$). The mean of post-test score for the Quizizz group ($M = 85.05$) surpassed that of the Works Sheets group ($M = 81.26$) in terms of vocabulary mastery and its application in language skills, indicating a higher level of vocabulary acquisition in the former group.

4.2 Student attitudes

After the treatment, the students' attitudes were assessed to determine if there were any changes in their views on motivation, student involvement, enjoyment level, and interest in differentiated learning through the use of Quizizz and Student Work Sheets. The findings reveal a significant change ($F = 1.196, p < 0.01$) in English learning attitudes between the two groups. The results presented in Table 4.2.1 indicate that the Quizizz group achieved a higher score ($M = 4.49$) compared to the Work Sheets group ($M = 3.58$).

Table 4.2.1 Mean score of students' attitudes towards differentiated learning using Quizizz and Student Work Sheets.

Attitude	Digital Quizizz N= 29		Worksheet N=29	
	Mean	SD	M	SD
Before treatment	3.03	.33	3.00	.36
After treatment	4.49	.47	3.58	.45

Sources	F	t	df	p	MD
Group	1.196	10.05	104	0.01	.90

Differences in attitudes regarding the aspects of motivation, student involvement, comfort and interest in learning for each item after the treatment can be seen in table 4.2.2.

Table 4.2.2 differences in attitudes between the Quizizz and LKS groups.

No	item	Group	N	Mean	SD
1	I am motivated to participate in English language learning activities	Digital Quizizz	29	4.58	.53
		Worksheet	29	3.64	.55
2	In my opinion, the English language learning activities in the class are interesting	Digital Quizizz	29	4.60	.49
		Worksheet	29	3.62	.56
3	I feel actively involved and participate in the English language learning activities	Digital Quizizz	29	4.45	.60
		Worksheet	29	3.49	.54
4	I believe that the classroom activities effectively help me improve my English language abilities	Digital Quizizz	29	4.43	.53
		Worksheet	29	3.52	.54
5	I enjoy the diverse English language learning activities provided in the class.	Digital Quizizz	29	4.47	.60
		Worksheet	29	3.60	.53
6	I feel that the English language learning activities challenge me to think and use the language creatively.	Digital Quizizz	29	4.47	.57
		Worksheet	29	3.58	.56
7	I appreciate the opportunities given in the class to practice my English speaking, listening, reading, and writing skills	Digital Quizizz	29	4.45	.60
		Worksheet	29	3.64	.48
8	I am very satisfied	Digital Quizizz	29	4.50	.57

	with the English language learning activities.	Worksheet	29	3.58	.60
9	I feel supported by my teacher in the classroom activities, and they provide valuable guidance and feedback	Digital Quizizz	29	4.35	.68
		Worksheet	29	3.60	.53
10	I feel comfortable and encouraged to take risks and make mistakes during the English language learning activities..	Digital Quizizz	29	4.56	.50
		Worksheet	29	3.58	.56

V. DISCUSSION

The objective of this research is to assess the effectiveness of differentiated learning by integrating Quizizz in comparison to using Student Work Sheets. The study examines the impact of this instructional approach on vocabulary acquisition and its application in language skills. This evaluation is based on students' post-test scores and their perceptions of English language learning.

Prior to administering the treatment, a pre-test score analysis was conducted to assess the initial differences between the two groups. The results revealed no statistically significant distinction in English skills related to vocabulary mastery and its application in language skills ($F=1.552$, $p=0.78$). This indicates that both groups began with a similar level of English proficiency in terms of vocabulary comprehension and usage. A similar pattern was observed with regards to students' attitudes towards learning English. The pre-treatment analysis showed no significant variance in perceptions of English language learning in the classroom between the

two groups ($F=0.072$, $p=0.70$). This suggests that both groups held similar attitudes towards learning English prior to the intervention.

Following approximately one month of treatment, both groups underwent a post-test to measure the resulting changes. A comparison of the pre-test and post-test results demonstrated a statistically significant change in the learning treatment provided ($t(104)=4.471$, $p<0.01$). This indicates that the learning interventions had a positive impact on improving student learning outcomes. Further analysis focused on comparing the experimental group (Quizizz) with the control group (printed worksheet) in terms of post-test scores. The results exhibited a significant difference ($t=4.71$, $p<0.01$) between the two groups, with the Quizizz group achieving a higher average score ($M=85.05$) in vocabulary mastery and its application in language skills compared to the Worksheet group ($M=81.26$).

Moreover, students' attitudes towards learning English were assessed after the treatment. The findings indicated a significant difference ($F=1.196$, $p<0.01$) in attitudes towards learning English between the two groups. Specifically, the Quizizz group obtained higher scores ($M=4.49$) than the LKS group ($M=3.58$) in various aspects of motivation, student engagement, comfort, and interest in learning English.

These findings suggest that differentiated learning, specifically the integration of Quizizz, enhances learning outcomes and fosters a more positive attitude

towards English language learning compared to differentiated learning that utilizes Student Work Sheets. The utilization of Quizizz, an interactive online platform, appears to be effective in improving vocabulary mastery and its application in language skills among students. Additionally, students who engage with Quizizz demonstrate higher levels of motivation, engagement, enjoyment, and interest in the learning process. This finding produces a similar finding to the previous studies on the elements of motivation and engagement (Lim & Yunus, 2021). To maintain the dynamics of English learning within differentiated learning, it is crucial to consider technological elements that can facilitate learning both inside and outside the classroom. While English teachers commonly employ worksheets in differentiated learning, the integration of the Quizizz application as a form of differentiation remains relatively scarce. Previous research on the use of Quizizz has been limited, primarily focusing on the utilization of free features. However, this study encompasses the full range of features available in the application. The findings reveal that differentiated English learning, when integrating Quizizz and Worksheet, resulted in distinct impacts. Both approaches contribute to changes in vocabulary acquisition and usage in English, but the integration of Quizizz, in particular, results in higher test scores in these areas.

Based on this research, the integration of technology, such as the Quizizz platform, into English learning enhances student

motivation and active participation, consequently influencing their learning outcomes. Quizizz enhances student engagement by providing an interactive and gamified learning experience. Survey data indicates that the game-like nature of Quizizz, with features like quizzes, timers, and leader boards, heightens student engagement in English classes.

It is important to acknowledge that these findings are specific to the context and participant sample of this study. The impact of Quizizz on student engagement may vary depending on factors such as classroom dynamics, teacher implementation, and student preferences. Furthermore, this research spanned only one month and covered two discussion topics. Teachers underwent prior training to design differentiated learning content and processes tailored to students' learning styles. The utilization of Quizizz activities and teaching strategies resulted in high levels of student engagement. However, engagement levels may differ in other learning contexts due to individual student preferences and prior experiences with technology.

Therefore, further research is necessary to explore the generalizability of these results to other populations and educational settings. Nevertheless, this study offers valuable insights into the potential benefits of integrating Quizizz into a differentiated learning approach, highlighting its positive impact on student learning outcomes and attitudes towards English language learning. Additional research in diverse learning contexts should be

conducted to provide more comprehensive information on the integration of the Quizizz platform in English learning. As this research solely focuses on the short-term effects of differentiated learning using Quizizz and LKS, future studies should assess the long-term impact of this approach on student learning outcomes and attitudes, offering further valuable insights.

VI. CONCLUSION AND SUGGESTION

The integration of Quizizz as a form of differentiation in English learning demonstrates positive effects on vocabulary acquisition, language skills application, and student attitudes. The findings of this study indicate that Quizizz enhances learning outcomes by providing an interactive and gamified learning experience, resulting in higher test scores and increased student motivation, engagement, comfort, and interest in learning English. While further research is needed to validate these findings across different educational contexts, this study provides valuable insights into the potential benefits of integrating Quizizz into differentiated learning approaches and highlights the importance of incorporating technology to enhance English language learning.

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