

USING QUIZIZZ GAME TO IMPROVE STUDENT'S VOCABULARY MASTERY IN GRADE VIII C AT MTs IBNU ROSYAD

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USING QUIZZZ GAME TO IMPROVE STUDENT'S VOCABULARY MASTERY IN GRADE VIII C AT MTs IBNU ROSYAD

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Abstract: The Covid-19 pandemic situation made the government announce the use of e-learning. With this policy, teachers are expected to apply interesting media to be studied. This research aimed to find out whether or not Quizizz Game could improve students' vocabulary mastery and the supporting and inhibiting factors of the success of Quizizz Game implementation. It was a collaborative Classroom Action Research (CAR). The subject of this research was grade VIII-C of MTs Ibnu Rosyad in the academic year of 2020/2021 which consisted of 20 students. This research was conducted in two cycles which each consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The results of this research showed that there was improvement from cycle 1 to cycle 2. It can be seen from the mean score of pre-test were 53, the mean score of post-test 1 was 69 and the mean score of post-test 2 was 84. The students' attention and motivation also helped use of Quizizz. But, limited school facilities and wifi become the obstruction

Keywords: *Vocabulary Mastery, Quizizz Game, Students of MTs Ibnu Rosyad*

INTRODUCTION

Since the end of 2019, the coronavirus has changed the world. According to Daniel (2020) that, COVID-19 was the biggest challenge for the national education system. Many governments have ordered institutions to stop face-to-face teaching for most of their students, requiring them to switch, almost overnight, to online teaching and virtual education. Therefore, the education sector had to adapt to the situation. Teaching English was one of the obligations for educators to improve students' language learning abilities. Learning a language is often associated with how to construct a good sentence to speak. According to (Asyiah, 2017) Vocabulary is regarded as one of essential factors that gives a big influence to people's communication. It turns into a basic component of

second or foreign language skills because having vocabulary understanding covers the words which can assist the students to deliver the overall meaning in the conversation (Herwiana & Agustina, 2017). Thus, vocabulary should be ideally placed as an important aspect of language learning that should be given much attention in the practice of TEFL so as to improve students' vocabulary mastery. Rich vocabulary will totally help students ³ mastering English and its four major skills which cover listening, speaking, reading, and writing. In addition, mastering a vocabulary is the main factor for composing sentences and speaking fluently. Furthermore, many people ¹³ think that the ability to speak English has a very significant role to make a better life (Herwiana & Laili, 2019).

Based on the pre-research to the eighth grade at MTs Ibnu Rosyad. In the pre-interview, the writer used unstructured interviews in conducting preliminary study. It was held on Monday, March 15th 2021 started at 08.00 A.M. and finished at 09.30 A.M. The writer asked the teacher some questions. The conclusion of the interview showed that the students are still low in vocabulary mastery. The researcher found several problems about students' vocabulary mastery such as difficulties pronouncing the words correctly, difficulties in understanding the meaning, and the students ignoring the teacher's instruction. Based on pre-research the researcher found why this problem occurs. One of them is that the teachers only use a workbook (LKS) in the English learning process, so they did not have enough experience in learning vocabulary. This situation makes the students feel bored and becomes less interested in the learning process. The less vocabulary made the students more difficult to understand the lesson. However, it is hard to master the opposite competences without understanding the vocabulary, due the fact vocabulary was the primary competence that has to be reached by means of students in order to get other skills such as, speaking, reading, writing and listening.

To solve this problem the teacher must find an effective, fun, and enjoyable medium to teach the students in this remote teaching. According to Zuhriyah and Fajarina (2021), EFL teachers' creativity is needed very much to handle the EFL remote learning. Meanwhile, one of the teaching media that is widely used during this pandemic is Quizizz. According to Wibawa et al (2019) Quizizz is the best alternative choice used as a learning medium available in mobile applications such as Android and App Store and can be used as a website through a browser on a computer. Quizizz is an interactive quiz application

that is more effective in increasing student enthusiasm in learning because it replaces the old quiz way that only involves paper and pens but in the form of questions created by a lecturer online with the student learning evaluation process capable of carrying out such learning using the Quizizz application in their cell phone. Students are more interested, more focused and are serious in implementing it, therefore this may impact on the process of teaching learning to be more student centered (Ma'rifatulloh 2020) . Feedback from students is to apply this application to other subjects because it is more interactive and focused. Students have easier access to Quizizz. Come by entering the join code. The use of learning media that can be accessed through students' cell phones is a positive use of technology and can increase student interest in learning. In addition, the features available in Quizizz can also make it easy for lecturers in assigning assignments and assessment processes which can be downloaded in Excel format and sent the results to the email of each student.

Apart from being easy, Quizizz is also very attractive to many students. Many teachers have used this application. There are many interesting features such as pictures and even guides can add videos to make it easier for students to answer the quiz. This application can be used for all subjects. With a variety of answer options the teachers can make by themselves, ranging from multiple choice, essays, surveys, short entries and many others. This is very interesting to make it easier for teachers when they make test for students. From daily quizzes, weekly tests, and even examinations. Moreover, the teacher can immediately see the students' scores.

There are a lot of previous studies that prove that using Quizizz games are extremely valuable and effective in Learning process. The first research related to this study from Zu et al, (2018) investigated the implementation of Quizizz as a game based learning in the Arabic classroom of Sultan Idris Education University Malaysia. The main purpose of this research is evaluating the effective interest of students for Arabic class. And the results of the questioners show that the students displayed the position attitude for Quizizz as an online teaching and assessment tool during the Arabic class. The second research related to this study by Permana & Permatawati (2020) their research used a quantitative descriptive approach with a quasi-experimental method. The study aims to examine the effect of using Quizizz as a formative test tool in German classrooms. The results showed that the application of Quizizz was effective to be used as a formative test

tool in learning German, especially to increase the grammar and vocabulary mastery of students. The third research related to this study conducted by Rahayu and Purnawarman (2019) The ¹⁶ This study aims to present a practical way of self-assessment by making use of Quizizz features to improve students' grammar understanding. The students' improvement on grammar after self-assessment was also investigated. The result of his research shows that ¹⁵ students were able to do self-assessment as a result of their ability to identify their strengths and weaknesses prompted by Quizizz.

Based on several studies above, ³⁵ the use of Quizizz games as a media in learning is very influential. This media was successfully used to increase students' motivation and interest in learning. From several previous studies, it has been explained that the use of the Quizizz game ²³ is very influential on the success of the learning process. Quizizz game has also been widely applied in various institutions and has even been applied by teachers of any subject, including English. Many teachers have applied this game for various multi skills from speaking, reading, reading, and also listening. But from several previous studies, the successful use of the Quizizz game as a learning media has not been applied in improving Vocabulary mastery. Although there has been a lot of language research using Quizizz. In this research the researcher is a renewal of English language research, especially in English learning vocabulary. Therefore, the researchers are interested in conducting research on: **"Using Quizizz Game to Improve Student's Vocabulary Mastery in Grade VIII C at Mts Ibnu Rosyad."** this study focused on the following main issues:

1. Can use of a Quizizz game improve the vocabulary mastery in grade VIII C at MTs Ibnu Rosyad?
2. What factors obstruct and support the implementation of using the Quizizz game in teaching vocabulary in grade VIII C at MTs Ibnu Rosyad?

LITERATURE REVIEW

Vocabulary

Gushendra (2017) states that ¹¹ vocabulary is a component of language that ⁵ maintains all of information about meaning and using words in language. Vocabulary is the entire words that make up a language. Before someone studies English skill, he should

learn about vocabulary as the first step. ⁷ Vocabulary is one of the important factors in all language teaching, students must continually be learning words as they learn structure and as they practice sound systems. It can be concluded that vocabulary is a basic element of words. It is also a crucial element before the students' studies about English skills such as listening, reading, speaking and writing. Vocabulary is all the words that we learn as a foreign language. Then, it also needs guidance to help and force the students to understand. Alqahtani (2015) states ⁶ mastery is an individual's great skill in using words of a language, which is acquired based on their own interests, needs and motivation. ³⁴ vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language. Based on the explanation, the researcher concluded that in learning language skills, vocabulary is one of the basic components to be mastered. As Asyiah (2017) believes that, vocabulary plays a crucial part in one's foreign language learning. Rich vocabulary will totally help students ³ mastering English and its four major skills which cover listening, speaking, reading, and writing. As explained, vocabulary has become one of the most important things for English learners. Apart from helping your communication, learning vocabulary first is the most natural language learning process. In vocabulary, there are elements frequently asked that can build students vocabulary mastery.

Quizizz

Zhao (2019) states that Quizizz is a ¹ game-based educational app, which brings multiplayer activities to classrooms and makes in-class exercises interactive and fun. Using Quizizz, students can do in-class exercises on their electronic devices. Unlike other educational apps, Quizizz has game characteristics like avatars, themes, memes and music, which are entertaining in the learning process. Quizizz also allows students to compete with each other and motivates them to study. Students take the quiz at the same time in class and see their live ranking on the leaderboard. Instructors can monitor the process and download the report when the quiz is finished to evaluate students' performance. Using this app in the accounting classroom helps stimulate students' interest and improve students' engagement. Besides that, *Quizizz* is very easy to use. Criswell (2017) insists that, to take a Quiz the student browses over to [Quizizz.com/join](https://www.quizizz.com/join) and enters in the code provided by their teacher. He or she enters their name and the quiz begins. Questions are shown on each individual device along with multiple choice

answers. Students proceed through the questions at their own pace, and the quiz taker can earn points for correct answers given in a timely fashion. During the quiz the teacher can see a running report of student answers. At the end of the Quiz the system provides a spreadsheet of student answers to the teacher, allowing them to use those answers to plan future instruction. Students can even take Quizizz as a part of an assignment given in Google Classroom, their responses and scores saved back to the class when they are finished. You can even send quiz reports home to the student's parents.

METHOD

Research Design

In this research the researcher used the model of Collaboration action research. According to Utami & Rahmawati (2019) the model of classroom action research is the study model used by Kemmis and Mc Taggart who state that the model of action research consists of four steps in a spiraling process. There are namely: planning, acting, observing, reflecting.

Research Subject

The subject of this research was students at grade VIII C which consisted of 20 students. There were twenty students in the class with 12 boys and 8 girls.

Research Instruments

The classroom action research was conducted in the second semester. The researcher followed the school schedule in determining the time for each meeting. The time to perform acts ranging from Cycle I and Cycle II for 1 month. In this study, researchers used structured observation, tests and notes.

a. Observation

The researchers used participatory and structured observation. The scale used in this study was a rating scale with answer intervals of 5, 4, 3, 2, and 1.

b. Test

In addition, the researcher has prepared the instruments used in the test including pre-test and post-test, where the instrument has been validated by two expert lecturers. The measurement of the learning achievement test is carried out with a purpose to determine the increase in students' learning achievement. Before being used in research, the test used a validation process based on content validity. In

this case, the researcher analyzed the pre-test and post-test during the English learning process. The pre-test was done before implementing the Quizizz game in vocabulary learning. After implementing a Quizizz game in vocabulary learning the researcher used a post-test. The test was done in ²² form of multiple choices. The pre-test and post-test score made by the students. Then, the data was obtained in the statistical form. The test is held at the end of every cycle.

c. Notes

Utilizing a field dairy, or keeping field notes, can be a very effective and practical data collection method. In purpose, a field diary or notes keep a record of what happens during the research activities. It can be useful in tracking how and why your ideas and the research process evolved. Many educators keep daily notes about their classes, and in many ways, this is a more focused and narrower version of documenting the daily happenings of a class.

Data collection procedure

In this research, several techniques were used in data collection. The qualitative data used in observation and field diaries or notes. The quantitative data used in the test include per-test and posts-test. There were two observation papers for teachers and students. Student activity observation sheets were carried out to obtain data that could show individual student performance activities during the learning process. Then, Teacher activity observation sheets are carried out to obtain data that can show teacher performance activities during English learning activities. Then, this study used a test. The objective test measures the student's ability to answer and interpret the vocabulary of the Degree of Comparisons material. In this case, the researcher uses pre-test and post-test during the English learning process. The pre-test was done before implementing the Quizizz game in vocabulary learning. After implementing a Quizizz game in vocabulary learning the researcher uses post-test. The objective test was about 20 questions. The test had multiple choices, 10 questions for pre-test and 10 questions in the post-test. The test was held at the end of every cycle. The researcher also used notes to keep notes and all important things during the learning process. The existence of notes facilitates the researcher in data collection.

Data Analysis

The data which is gathered from the observation and field notes was analyzed qualitatively by describing the result. The data that is gathered from vocabulary test was analyzed quantitatively. The tests form pre-test and post-test was analyzed by calculating the average score obtained on each of these tests. The learning success criteria used is that 75% of students are able to obtain a minimum value in the Minimum Mastery Criteria (KKM) 70 at MTs Ibnu Rosyad as student completeness in improving vocabulary mastery. If the cycle is successful, the students' scores in pretest and posttest is calculated by using paired sample test to know its significant improvement. If it is significant, so the result of the test can answer the whether or not ²⁸ the use of Quizizz game can improve students' vocabulary mastery. In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer.

FINDINGS AND DISCUSSION

Findings

Cycle I

The pre-test was done before the Classroom Action Research (CAR). It was conducted on Monday, March 15th 2021. ²⁴ Based on the result of the pretest, the data showed that the mean score of the pretest was 53. There were four students who gained the score above Minimum Mastery Criterion. Meanwhile the other 16 students were below that criterion. The lowest achievement gained a score of 20. The percentage of completeness from students was only 20% with incompleteness reaching 80% of the total students in grade 8 C. From that analysis it could be seen that almost all of the eight students' mastering English vocabulary is very low. Then, the Action of the first cycle was carried out on March 16 and 19, 2021. The researcher carried out ¹⁷ the teaching and learning process in accordance with the lesson plans that had been made. There are two meetings in the first cycle. In the last meetings the researchers asked students to complete the questions on the student question sheet, and collect their work. Student worksheets are data for posttest 1. Lastly, the researcher and the observer discussed the conclusion of

implementing the action of cycle 1. The result of posttest 1 showed that the mean score of the class derived 69 in which there were 11 students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) 70 (Seventy). Although the data showed improvement, the researcher and the observer tried to modify the action in order students' vocabulary mastery and in order 75% of students in the class could pass the Minimum Mastery Criterion because in the result of post-test 1 showed only 30% of students who passed the Minimum Mastery Criterion. Meanwhile, field notes showed that some students seem to have difficulty in understanding the material being explained during the learning process.

Cycle II

The second cycle of action was carried out on March 23th and 29th, 2021. Based on the result of the post-test 2, the mean score of the class in vocabulary test gained 84 in which there were 17 students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) 70 (Seventy). The result 58,4% of the students got the score above the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM). So it has met the criterion of success that 80% of the students must get the score above the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM). The following table shows the results of a paired sample test.

Table 1. Results of Paired Sample Test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POST1 - POST2	-1500000	10.00000	2.23607	-19.68014	-10.31986	-6.708	19	.000

Based on paired sample test results above, there was a significant difference in the score for post test 1 (M=69, SD=19,16) and post test 2 (M=84, SD=15,35), conditions $t(19) = -6.708$, Sig. (2-Tailed) or $p = 0.02$. it showed the sig.<0.05. Therefore, the alternative hypothesis was accepted. There was a significant difference in the students' score after implementation of Quizizz to improve students' vocabulary. It means that teaching vocabulary using Quizizz can improve students' achievement.

Discussion

Quizizz being able to improve the students' vocabulary mastery.

The improvement could be seen from the increase of students' mean vocabulary score from 53 or 20% of the class percentages which pass the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* in the preliminary study, and 69 or 30.1% of the class percentages which pass the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* in the first cycle which there were 11 students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* 70 (Seventy). The mean score of the previous score was 53 and the mean score of the students' vocabulary on the first cycle was 69. That means there was 30,1% of mean score improvement. Meanwhile, the teaching learning activities have been done well although there were some problems that should be solved. For example, some students still look confused when playing the Quizizz game and they need clear instruction. But, there are some students who passed the Minimum Mastery Criterion because they listened carefully to the instructions explained by the teacher. Some students also really enjoy learning using Quizizz. Therefore, there must be more efforts to improve students' vocabulary mastery through Quizizz. It needed to be improved again in the next cycle.

In the cycle II, the researcher modified the previous lesson plan based on the result of reflecting phase in the first cycle. There were no significant differences with the previous lesson plan. At the first meeting in the second cycle, the situation in the classroom was better than the first cycle, the students' more focused on listening to the teacher's explanation during the learning process. Some of them were also more active in answering the questions given by the teacher. It could be seen from the result of field notes that the students were able to focus and pay attention on teacher explanation. In the second action of cycle two, the teacher held posttest 2 regarding students' vocabulary mastery of comparative degree. However, in this second cycle the researcher is expected to be more slowly in explaining the use of Quizizz so that students are not confused by the instructions given by the researcher. Besides that, the researcher still also prepared field notes to note classroom activities, and also prepared the posttest 2 to collect the data.

Based on the result of the students' vocabulary, there was better improvement of students' mean score from the students' vocabulary in the preliminary study to the students' vocabulary in the second cycle. The mean score for the first one was 53 and the main score of vocabulary posttest 2 in the second cycle was 69. It means that there was 58,4% of mean score improvement. The students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) were 17 students or 85% into class' percentage. It indicated that the first criterion of success has been achieved. Therefore, the researcher and the observer decided to stop the Classroom Action Research (CAR) because it had already succeeded.

The factors inhibiting the use of Quizizz in vocabulary learning

Although the use of Quizizz is expected to have a good influence, it turns out that there are still many things that hinder the implementation of Quizizz in the learning process. Limited school facilities such as LCD, speaker, wifi, and Laptop become the biggest problems. As in the second meeting in the first cycle, even though the previous meeting had been told to bring cellphones, it turned out that there were still many students who did not bring them. Also, when the teacher explained the Quizizz application, Some students did not pay attention to the teacher. Some of them were still busy chatting with their classmates, the condition of the class being quite crowded was also one of the obstacles to the success of using Quizizz. So that when implementing quizizz many students have difficulty and do not understand how to use it. Many students also do not have cellular data and the school has not provided free wifi for school, while teachers cannot facilitate all students with wifi, some of them using their friends' hospots, the network which is less stable at times also affects the learning process. Endayani said (2019) that this platform could be a problem when access is limited. So a lot of time is spent stretching because of it. Another thing that hinders is the lack of vocabulary mastery that students have so that they are confused in answering quiz questions. In terms of time, students who initially can get the top rank, have the possibility of being dropped in rank due to improper time management.

The factors supporting the use of Quizizz in vocabulary learning

There are several factors that influence the success of using Quizizz media in the learning process, such as the students' participation during the learning process. With various features contained in the Quizizz application, it really helps the success of the vocabulary learning process. As stated by Irwansyah & Izzati (2021) that, Quizizz with all its features demonstrated how it broke the ice and killed the boredom and tiredness of the students towards the former classical assessment. Using this app, the students felt that assessment could be something fun and motivated, while that impression helped them to easily remember the material and have fun in answering questions, something that has obviously rarely happened in assessment time before. Then, Using Quizizz, students can do in-class exercises on their electronic devices. Unlike other educational applications, Quizizz has game characteristics such as avatars, themes, memes, and entertaining music in the learning process. Quizizz also allows students to compete with each other and motivates them to learn. Learners take quizzes at the same time in class and see their live ranking on the leaderboard. Instructors can monitor the process and download reports when quizzes are completed to evaluate student performance (Eka & Nugraha, 2021).

The same statement has been said by Irwansyah & Izzati (2021) that Quizizz has game features, such as avatars, memes and music, which brings fun into the learning process. It allows students to compete with each other by motivating them to study, this is because they can take the tests in the classroom while seeing their ranking in real-time. Besides that, teachers can monitor the whole process and download the student progress report when the test is completed, so they can assess each individual's performance. Moreover, the flexibility of Quizizz is the best feature of this gaming platform (Endayani, 2019).

Several factors that influence the improvement of the students' vocabulary using Quizizz media in the vocabulary learning process are the students' attention during the learning process, this will increase students' critical thinking, especially in their ability to increase new vocabulary. Moreover, the use of appropriate media in teaching learning may impact positively on the students' motivation (Ma'rifatulloh 2016). The next factor was students' motivation. Zuhriyah and Agustina state that students' motivation in learning is one key to be successful in an EFL classroom. The motivation affects a very important role in increasing students' English vocabulary. According to Irwansyah & Izzati research (2021) that, Most of the students showed to believe they improved their learning process with the use of the Quizizz tool, and then the students felt motivated to

study the subject. The students are also motivated to continually learn the material by taking quizzes with Quizizz. It makes the students become more interested in learning because of an interesting class condition which makes the students focus on the lesson (Dewi et al., 2020).

The various features contained in Quizizz are also very influential in the success of increasing students' vocabulary. As stated by Irwansyah & Izzati (2021) that Quizizz provides students with game features, such as avatars, memes and music, which allows students to have fun in learning. It motivates students as they can compete with each other while studying, this is because they can take the tests in the classroom while seeing their ranking in real-time. Another point is teachers can observe and monitor the learning process and download the student progress report. The students seemed more engaged with the learning process and they were able to provide significant and necessary feedback based on what they learnt in class.

The students' attention during the learning process made it easier for teachers to direct students during the learning process. A conducive classroom atmosphere also allows students to explore newly learned vocabulary. With Quizizz media the students also can see their learning results. the highest to the lowest rank, this makes students more enthusiastic in learning vocabulary. As stated by Darmawan et al (2020) The ranking of student examination results increased student motivation and interest. ¹² Quizizz is an excellent online testing tool that allows students to review their knowledge and learning progress (Permana & Permatwati, 2020).

CONCLUSION AND SUGGESTION

Conclusion

In closing the discussion of this thesis, the conclusions obtained from the data exposure, the research findings and the discussions taken from this research are as follows: After conducting CAR by using Quizizz in the second year of 8-C class of MTs Ibnu Rosyad in the academic year of 2020/2021. ³⁶ It can be concluded that the Quizizz game could improve students' vocabulary and help them to remember and keep their vocabulary. Then, there are some factors obstructing and supporting the implementation of using the Quizizz game in teaching vocabulary. The obstructing factors when using Quizizz in vocabulary learning include limited school facilities such as LCD, speaker and

wifi , some students not paying attention to the teacher, and many students also not having cellular data and the school having not provided free wifi for school. In addition, there are also several factors that influence the success of using *Quizizz* media in the learning process including many students having high motivation and attention.

Suggestion

After the researchers carried out the research, the researchers concluded that *Quizizz* could improve students' vocabulary mastery. Regarding the subject of the CAR, the researchers suggest that the teacher should use various media in the classroom because it can motivate their students and they will get new experiences in the English learning process. They will not get bored, especially implementing *Quizizz* as an alternative in teaching vocabulary.

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