

IMPROVING STUDENTS' VOCABULARY MASTERY BY USING QUIZZZ APPLICATION IN JUNIOR HIGH SCHOOL

Tengku Winona Emelia¹, Vidra Azzahra Falna Raysa Silaen²

Imelda Darmayanti Manurung³

Universitas Muhammadiyah Sumatera Utara, Indonesia¹²³

Email: t.winona@umsu.ac.id¹

Abstract

This study was aimed to examine on how Quizizz application can be utilized to enhance students' vocabulary mastery and determine whether there is improvement in their vocabulary skills as the result of using the Quizizz application. It was conducted in Madrasah Tsanawiyah Negeri 2 Asahan in 2023; 32 students from the 1st grade in class VII-A took part as the participants. Classroom Action Research was employed for this study and divided into two cycles. The data was collected by using qualitative methods; such as observation, interview, diary notes, and documentation, as well as quantitative methods; such as multiple-choice tests, that conducted at the end of each cycle. Based on the result, the students' scores increased from the first cycle to the last cycle. The pre-test mean was 55.31, and 7 students (21.87%) scored over 75 points. The post-test for cycle I was 72.50, that higher than the pre-test, and 19 students (59.37%) scored over 75 points. The post-test mean for cycle II was 91.87, that higher than the post-test for cycle I, and 31 students (3.12%) scored over 75 points. They did not encounter any significant challenges. The assessment of attitudes was evaluated with a maximum score as 160. The students scored as 141 in care, 134 in respect, 139 in teamwork, 134 in self-confidence, and 138 in responsibility. They indicated that the using of Quizizz application to improve students' vocabulary mastery was effective. Based on the test results and observations toward students, their enthusiasm and excitement are also increased.

Keywords: Vocabulary, Quizizz application

(*) Corresponding Author: -

INTRODUCTION

English is a global language that is essential to be mastered; without mastering the language, individuals may struggle to communicate and develop their language skills. To attain mastery in English, learners need to develop language skills; such as listening, speaking, reading, and writing. Learners must learn thousands of words to support their ability to master English. The importance of vocabulary as a key language component in learning English is emphasized by Nation (2001).

Learning vocabulary is a crucial aspect of language teaching, as it aids students in studying English and supports their mastery of other language components. According to Penny Ur (1996), vocabulary is one of the most significant language components in learning English. However, in junior high school, understanding English vocabulary can still be challenging, particularly

when teachers primarily use lecture methods and do not utilize media to enhance learning. Therefore, teachers must devise various teaching strategies to increase students' interest and motivation in learning vocabulary, and ensure that their teaching methods are appropriate.

To improve the effectiveness of learning English, it is recommended to utilize various teaching media, including pictures, radio recordings, television, simulations, models of real objects, and computer-assisted teaching programs, as these have been proven to be effective in teaching vocabulary (Chen & Wu, 2015; Eggen & Kauchak, 2010; Marpaung, 2018). The accessibility of internet through cellphones and laptops has made it possible to use technology-based teaching media, that can be a convenient and effective way to enhance students' English vocabulary.

In addition, it is essential for teachers to consider their students' learning styles and strategies. Effective language learners utilize various learning strategies; such as goal setting, regular practice, context usage, and visualization of new vocabulary (Wong & Nunan, 2011). By understanding their students' learning styles and preferences, teachers can design teaching strategies that cater their students' needs and create a more conducive learning environment.

Overall, effective teaching strategies are crucial to ensure that the teaching and learning process runs smoothly. Raza and Naveed (2016), stated that effective teaching strategies should be designed to meet educational and learning objectives while considering individual learning preferences, styles, and interests. By employing appropriate teaching media and strategies, teachers can create a more engaging and effective learning experience for their students, helping them to improve their English vocabulary and language skills.

Quizizz is one of applications that can be used as learning media that can be downloaded on any mobile phone (Aishah, 2021). It is a learning assessment tool that can be used to assess student learning in schools, and the results of student assessments can be downloaded for free (Garg, 2021). The using of Quizizz is expected to enhance students' vocabulary and increase their enthusiasm for the learning process.

Quizizz is one of the most frequently used digital tools in language learning (Bal, 2018). By using Quizizz, educators can shift from not using media to use learning media in improving students' vocabulary. By taking advantage of the value of cellphones as learning tools, students can make the learning process more enjoyable and exciting.

To address the issue of poor vocabulary mastery among junior high school students, the researcher has chosen students at MTs Negeri 2 Asahan. Based on research problems, the students have difficulty in mastering vocabulary. By utilizing Quizizz application, by the combines technology-based strategies and learning, researchers hope to find an interesting way to enhance English vocabulary mastery in class. The study was aimed to create fun learning conditions by helping students to activate their background knowledge before mastering English lessons, and it is hoped that this will improve students' vocabulary mastery effectively.

REVIEW OF LITERATURE

1. Mastery Vocabulary

Mastery can be defined as the proficiency level that an individual attains in a particular skill or field of knowledge. In the context of language learning, mastery pertains to a learner's ability to effectively and accurately utilize the language in various situations. According to Alharthi and Al-Shorman (2020), language learning mastery entails a range of skills; including vocabulary, grammar, pronunciation, listening, and speaking. The proficiency is achieved through comprehensive practice and exposure to the language.

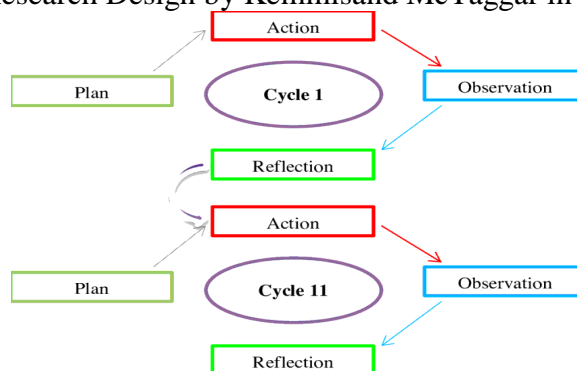
2. Quizizz Application

Quizizz is a web tool or game-based educational application. Deepak Hox Cheernaath is the person who invented the Quizizz application in 2015. The purpose of this application is for teachers to assess the achievements that have been achieved by students. Quizizz is a media-based education; consisting of several players and is a fun learning medium (Purba, 2019). According to Citra and Rosi (2020, p. 263), Quizizz is "a game-based educational application, that has multiplayer activities and makes classes more fun". By using Quizizz, students can do exercises in class using their electronic devices.

METHOD OF RESEARCH

This study was conducted in MTs NEGERI 2 ASAHAN where is located at Jln Melur, Kisaran Naga, Kec. Kota Kisaran Timur, Asahan, Sumatera Utara. The population of this study were students in 2022/2023 academic year; as 224 students. The researcher chose class VII-A as the sample since it had the weakest vocabulary problem. The sample was 32 students or one subject population. This research method was designed in a Classroom Action Research. It used a classroom action research design by Kemmis and McTaggar in Arikunto model. The cycle contains four phases; they are planning, acting, observing and reflecting.

Diagram 3.1 Research Design by Kemmisand McTaggar in Arikunto model



The procedures of study are performed by administering two cycles. Each cycle consists of two meetings; contains four steps; planning, action, observation, and reflection.

1. Planning involves a thinking process and evaluation to reflect on the events that have happened and attempt to find out ways to overcome the problems. The following points are the specifications of planning in the first cycle:
 - a) Conduct the cycles in two meetings.
 - b) Administer the vocabulary learning process according to the lesson plan.
 - c) Conduct a pre-test to know the students' basic ability in vocabulary before getting treatments.
 - d) Prepare material for the vocabulary learning process.
 - e) Conduct a test of vocabulary in the last meeting.
 - f) Prepare instruments for collecting data: diary notes, observation, and interview sheets.
1. Action thinks and considers what action will be done, how the strategy will be applied, and what material will be provided.
2. Observation is an activity that consists of gathering data to identify the result of action. Collecting data can be considered from several factors: students, teacher, interaction of students and teacher.
3. Reflection is the activity of analysis, interpretation, and explaining all the information from the observation. The activities of reflection consist of four aspects, as follows:
 - Analyzing data from the observation's result.
 - Meaning of the result of analyzing data.
 - Explanation of analyzing.
 - Conclusion.

In this study, the instrument for collecting data used pre-test and post-test.

The Technique of Collecting Data used: Observation, Interview, Tests consisted of multiple choice; and Study documentation. **Technique of Analyzing the Data** applied qualitative and quantitative data. The qualitative data were analyzed from the interview sheet, observation sheet, test, and study documentation.

DATA ANALYSIS AND RESEARCH FINDING

Data Analysis

From the result of analysis showed that there was an increase in students' ability to master vocabulary. It showed from the mean of pre-test was 55,31, the mean of post-test 1 was 72,50, and the mean of post- test in cycle 2 was 91,87.

The Comparison of the Students' Score in Three Vocabulary Tests

Name of Test	Test I	Test II	Test III
Lowes Test	30	40	70
Highest Test	75	90	100
Mean	55,31	72,50	91,87
N	32	32	32

The percentage of students

Competence Test	Percentage
Pre-test	21,87 %
Post-test I	59,37 %
Post-test II	3,12 %

The results of student mastery during the study showed that the percentage of student mastery increased in each test. In pre-test, there were only 21,87% or 7 students; since the teacher does not give treatment to students. In post-test I there was an increasing as 59,37 % or 19 students, and in post-test II there was 3,12 % or 31 students. In cycle II, not all students scored up to 75 but some did not get good grades.

Even though they didn't get 75 points, their scores continued to increase from pre-test to post-test II. It is because in this cycle the researcher still applies Quizizz application and explains in more detail, as well as carrying out several additional activities based on the reflections carried out by the researchers and collaboration to prevent the same mistakes in cycle I and to get better improvements of students score, the researcher motivated the students to arouse their interest in learning English.

The data showed that the use of quizizz application in mastering vocabulary is effective, and from the data above it can be concluded that students' abilities have increased by using quizizz application.

The Interpretation of the Data

Chatrine Marshall, Gretchn B. Rossman, said that "the fundamental methods that qualitative researchers rely on to collect information are, participation in setting, direct observation, in-depth interviews, document review.

1. Data of Observation

Marshall (2006) says that "through observation researchers learn about behavior and the meaning attached to that behavior". Researchers observe and investigate students, situations and problems or obstacles found during the teaching and learning process. Observation sheets are used to measure the level of student activity during the teaching and learning process where the application is applied to student activities and behavior, students' abilities in vocabulary and interactions between teachers and students. The results of observations during the study can be seen in the Appendix. The data was obtained from the first observation before CAR and after CAR.

From the observation sheet, the researcher noted that the students were active and enthusiastic in learning vocabulary by using the application. It can be seen from their enthusiasm and interest in the lesson during the teaching and learning process as well as their increased mastery of understanding and memorization of their score.

2. Data of Interview

Byrne, M (2001), "Interviews are one of the most common methods of gathering data in qualitative research. Interviews allow participants to provide rich and contextual descriptions of events. The interview process is time consuming,

and the quality of data often depends on the skill of the interviewer. This article will discuss the preparation and application of research interviews, as well as strategies for transcribing and analyzing the data collected.

Interviews were conducted before conducting the first cycle. The researchers interviewed some teachers and students. The interviews were also conducted after applying the technique to the teacher and several students. From the answers of students and teachers in interviews, it was shown that researchers felt that the learning process was more active and that students' abilities also increased. From the students in the interviews, it was shown that they were happy and enjoyed the vocabulary learned by using the quizizz application.

3. Data of Diary Notes

Diary notes were written by the researcher at each meeting during the research. From the diary it is known that students are active and enthusiastic during the teaching and learning process. Even though some students were lazy to learn vocabulary, when the researcher implemented the quizizz application, they felt interested and happy in learning vocabulary. So, in this study, students showed improvement in learning vocabulary.

4. Data of Test

Based on the results of the students' vocabulary scores, it was found that the students' vocabulary scores increased. It showed that the using of quizizz application can improve and motivate them to enrich their vocabulary. Most students get good grades at the end of each cycle. The average score of students in the pre-test was 55,31, the average post-test I was 72,50, and the average post-test in cycle II was 91,87.

5. Data of Documentation

According to Creswell (2013), personal documents are often used in qualitative research since they can provide rich and in-depth data about individual experiences, beliefs, and actions. These personal documents include letters, memos, diaries, or other documents made by individuals who are research subjects.

The documentation was carried out during the teaching and learning process in cycle I and cycle II. From the documentation it is known that students are active and enthusiastic during the teaching and learning process. Can be seen in the Appendix.

Table an attitude assessment:

Rated Aspect	excellent	Very Good	Good	Fair	Poor	total
Care	18 Students	9 students	5 students	-	-	141
Respect	14 Students	10students	8 students	-	-	134
Team Work	17 Students	9 students	18 students	-	-	139
Self Confident	13 students	12students	7 students	-	-	134
Responsibility	16 students	10students	6 students	-	-	138

Total attitude assessment maximum 32 students score excellent was 160.

Research Finding

1. Quantitative data from this study are that quizizz application can help students' ability to memorize vocabulary, since it contains aspects of fun and learning. In line with this, (Emelia et al., 2022, p. 173) said that the fun aspect and learning aspect should be a concern in learning English. By applying this application, the score of students in vocabulary keep increasing from the pre-test until post-test in each cycle. It was proved by the data that showed that the average of students in the post test II (91,87) was higher than the post-test I (72,50) and also higher than pre-test (55,31). It was applied to increase the students' vocabulary.
2. Qualitative data used quizizz application was one of many strategies that could make the students easier in learning English particularly in vocabulary. In attitude assessment maximum score care was 160. The students had 141, respect was 160 the students had 134, team work was 160 the students had 139, self-confident was 160 the students had 134, and responsibility was 160 the students had 138. In implied that the using of application could increase the students' vocabulary and also help the English teacher to teach vocabulary.

Conclusion

1. After carrying out the study and analyzing the data, the researcher found that the students' vocabulary achievement had been improved by applying quizizz application. It is shown from the mean of students' score in pre-test was 55,31; the mean of students in post-test I was 72,50, and the mean of students' score in post-test II was 91,87. The score's improvement from pre-test to post-test I was increased 17.2 point and from post-test I to post-test II was increased 20 points.
2. The students nearly have no difficulties. It is fact that in attitude assessment maximum score care was 160 the students had 141, respect was 160 the students had 134, team work was 160 the students had 139, self-confident was 160 the students had 134, and responsibility was 160 the students had 138. It's means, improving students' vocabulary mastery by using the application was evaluable. Therefore, it can be said that the application was a good strategy of learning that could be apply on every subject of lesson, especially in English.

Suggestion

In line with the conclusions, there five points would be suggested as follow:

- 1) For Headmaster, this study can be a source for school, not only for English teacher but also for all teachers.
- 2) For English teacher, it is useful to use quizizz application as one of the alternative ways in teaching vocabulary to make variation and combination in

it, so that the students do not get bored in learning English especially in vocabulary.

- 3) For students, they feel more interested and motivated in improving their vocabulary; since they can gain their prior knowledge, can remember the vocabulary in long term memory and can refresh or remain their vocabulary.
- 4) For the other researcher, it is very useful as the information in conducting in depth research related to this study.
- 5) For readers, this study can be read to enrich their knowledge about quizz application.

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