IMPROVING STUDENTS' VOCABULARY MASTERY BY USING QUIZIZZ GAME–BASED LEARNING AT JUNIOR HIGH SCHOOL

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Abstract : This study was conducted to determine whether the use of Quizizz game-based learning applications can improve students' vocabulary mastery or not, especially in SMP Negeri 6 Tondano. In conducting this research, a quantitative method with a pre-experimental design was used. The subject of this research is one of the classes, namely the ninth grade (IX) at SMP Negeri 6 Tondano, totaling 15 students. Data collection instruments were pre-test (before treatment) and post–test (after treatment). The tests were in the form of multiple-choice and matching tests. The results of this study showed that the average scores of the post–test is higher (88.33) than the mean scores of the pre-test (43.33). Based on the results of the study, it was concluded that the use of Quizizz game-based learning media was very effective and succeeded in improving students' vocabulary, especially on the meaning of words and equivalent meaning/synonyms, and making students more active and class learning more fun.

Keywords : *Vocabulary, Quizizz Media, Game-Based Learning*

INTRODUCTION

Language is the most important aspect in the life of all human beings. As it is known, language is a tool that can be used to communicate with other people. According to Liando, (2012) "As a means of communication, Indonesia has adopted English to establish relations with other countries"."English is an international language that has been used throughout the world, for educational, technological, political and commercial purposes"(Mogea, 2019). This statement is one of the reasons why English is very important to learn today. Many countries in the world use English as their second language. According to Manoppo *et al.,* (2021), "In Indonesia, English is declared a foreign language not a second language. This is because most Indonesians use local languages and Indonesian as a second language".

Riung, Y., Liando, N., & Posumah, (2022) stated that "English language have four skills that we need to master, reading, writing, speaking and listening". In learning English, these four abilities are needed but before learning all these abilities, you must pass the initial phase of language learning first, namely learning vocabulary. "Increasing vocabulary is a basic thing in learning a language because the learner must first have a store of words in a new language to be familiar with the language, learn synonyms, or words with equivalent meanings, and acquire important meanings" (Kerap, 2020)

According to Korompis *et al.,* (2022), "Realizing the importance of English, as an international communication tool, the Indonesian government decided to use Englishas the first foreign language taught in schools and universities". Sumihe, (2016) stated that "The status of English as the international language has made people in the wordl want to study English". However, there are still many students who think that English is a very difficult and even scary subject. Even so, English still has to be learned from an early age,

according to Ubro *et al.,* (2020) "Learning is an activity where someone finds out something from, they do not know and finally became aware".

In Indonesia, English has been abolished at the elementary level because it gives students time to deepen their Indonesian language first. Therefore, in teaching English to junior high school students, we must first learn a lot of vocabulary. Regarding vocabulary, based on observations in class IX at SMP NEGERI 6 TONDANO, students must learn or know some vocabularies such as verbs, adjectives, and nouns in descriptive and narrative texts, daily conversations and so on. However, students have little mastery of vocabulary because they face difficulties or problems in understanding the meaning of words in English, students also have low motivation in learning English, reading textbooks, and others.

In addition, after the last few years, the Indonesian government adopted a distance learning system policy and provided instructions at various levels of education to carry out the learning process from their respective homes due to the Covid-19 outbreak. This makes learning more difficult because the learning activity itself requires active participation and learning from students and also requires interactive communication between teachers and students. However, with online learning, students are more accustomed to and comfortable at home using their mobile phones/laptops in this digital era to requires teachers to understand or use various new and interesting methods, models, and learning media (Maru, *et al.,* 2021).

"One of the interesting and interactive learning media is games that can arouse students' learning motivation, such as challenges, fantasy, and curiosity" (Irwan *et al.,* 2019). One of the interesting types of learning media in Indonesia is Quizizz. Quizizz is a game-based educational application that a group of people can use to solve problems in interactive and fun way. Quizizz can be used accessed from a computer or mobile device as long as the device is connected to the internet. "Quizizz is also a learning application for students to play games, take quizzes, and discuss with teachers and friends" (Pavita, Maria, 2021)

According to Mozes & Liando, (2020), "Vocabulary is very important in learning a language, an interesting activity as well as a good environment is needed to influence the brain of a very young learner and the motivation to master it." Nowadays, students spend more time with cell phones or other electronic devices in their daily lives. That way, using the Quzizz media that can be accessed using cellphones and so on, junior high school students who have just learned vocabulary will be more interesting and easier to remember the meaning of various English vocabularies that they learn every day using Quiziz learning media. Therefore, the research was conducted with the intention to improve students' vocabulary and make it easier for students to remember the meaning of English vocabulary.

RESEARH METHOD

This research is included in the Pre-Experimental Design, with one group pre-test and post-test. "The experimental method is a way of learning by presenting where the students conduct an experiment about something, observe its process, and write the result of the experiment, then its observation result is presented in the classroom and is evaluated by the teacher" (Hamsir, 2017). Pre-test is a test that was given to students before treatment to see students' initial abilities, while a post-test is a test given to students after treatment which aims to determine student learning outcomes after being taught by applying Quizizz game-based learning media.

A pre-test and post-test were used in the study to assess students' proficiency with English vocabulary, with a focus on

meaning and synonyms. The pre-test, which had 15 questions on verbs, adjectives, and multiple-choice/matching formats, was given before any therapy or educational materials were given. PowerPoint presentations and quizzes using the Quizizz application were used as part of the therapy. A post-test was administered to gauge how the study materials and quizzes affected the students' vocabulary abilities. For the purpose of analyzing study data, the scores from the post-test and pre-test were compared in the same manner.

When using Quizizz Game-Based Learning to teach vocabulary, the teacher must give the curriculum, read dialogues to the class, translate sentences and terminology, and provide a Quizizz link. Students use their cellphones to access the connection, take part in courses and tests on synonyms and equivalent meaning, and take part in game-based tests. Due to Quizizz's interactive features, immediate feedback is given, which increases students' interest and willingness to learn vocabulary. Students are happier and more interested in learning vocabulary thanks to this strategy's addition of a pleasant challenge to the learning process. In analyzing the data, the statistical instrument of the mean of students' scores was used. The statistical formula is as follows:

$$\bar{x} = \frac{\Sigma x}{N}$$

The $\bar{x}$ represents the Mean score, Σx represents all score of the sample, and N is the total number of students.

FINDINGS AND DISCUSSION

This study aims to determine whether the use of Quizizz learning media can improve students' vocabulary mastery or not. After conducting the pre-test and the post test, the result is described in the following table.

Table 1. Data Matrix of the Pre-test and Post-test

Subject / Students	T1 Pre-test	T2 Post-test
A	35	65
B	45	85
C	45	85
D	75	85
E	90	95
F	40	90
G	50	100
H	35	100
I	0	70
J	25	85
K	55	100
L	35	90
M	40	100
N	45	100
O	35	75
N = 15	650	1325

From table 1, there are fifteen (15) students who took the test, out of 15 students, there was one student increased (5) points, there was one student increased (10) points, there was one student increased (30) points, there were three students increased (40) points, there was one student increased (45) points, there was two student increased (50) points, there were two students increased (55) points, there were two students increased (60), there was one student who increased (65) points and students who increase (70) points is one.

So the results of this study indicates that the application of learning using learning media based on the Quizizz game in improving students' vocabulary mastery, especially in word equations, can change students' scores from the first test (pre-test) and second test (post-test).

Tabel 2. The Mean Scores ($\bar{x}$) of Pre-Test (T1)

Subject	T1

1	35
2	45
3	45
4	75
5	90
6	40
7	50
8	35
9	0
10	25
11	55
12	35
13	40
14	45
15	35
N = 15	**ΣX = 650**

Mean Scores of Pre-Test (T1) :

$\Sigma X = 650$

$N = 15$

$\bar{x} = \dfrac{\Sigma X}{N}$

$\bar{x} = \dfrac{650}{15}$

$\quad = 43.33$

Tabel 3. The Mean Scores ($\bar{x}$) of Post-Test (T2)

Subject	T2
1	65
2	85
3	85
4	85
5	95
6	90
7	100
8	100
9	70
10	85
11	100
12	90
13	100
14	100
15	75
N = 15	**ΣX = 1.325**

Mean Scores of Post-Test (T2) :

$\Sigma X = \mathbf{1.325}$
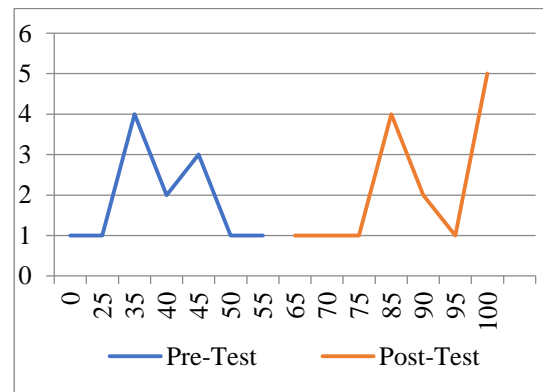
$N = \mathbf{15}$

$\bar{x} = \dfrac{\Sigma X}{N}$

$\bar{x} = \dfrac{1.325}{15}$

$\quad = 88.33z$

Tabel 4. The Mean Scores ($\bar{x}$) of Pre-Test and Post-Test (T1 T2)

Pre-Test		Post-Test	
ΣX (TI)	6	ΣX (T2)	1
N	50	N	.325
Mean	1	Mean	1
Scores	5	Scores	5
	4		8
	3.33		8.33

Figure 1. Graphic Polygon of Pre-Test (T1) and Post-Test (T2)

This study aims to determine whether the use of Quizizz learning media can improve students' vocabulary mastery or not. According to Mamaghe, N., Rombepajung, P., & Hampp, P. (2021), "Vocabulary is very important in a language, when we learn languages such as English; we learn language words". But in modern times like today, there are still many students who find it difficult to master English well, most of them are not interested in learning well in English lessons, which results in a lack of student vocabulary, especially at SMP Negeri 6 Tondano. "Must be wise and creative enough to create interesting teaching media to help our students understand as much vocabulary as possible to succeed in

listening, speaking, reading, and writing" (Andries, F., Hammp, P., Rombepajung, P., & Lengkoan, F., 2019). Therefore, after conducting research on Improving Students' Vocabulary Mastery Using Quizizz Game-Based Learning Media at SMP Negeri 6 Tondano, it can be stated that Quizizz learning media can solve students' problems in learning English. Learning while playing is something that students like, including grade IX junior high school students at SMP Negeri 6 Tondano. Before we learn and play using the Quizizz learning media, students find it difficult to answer and understand the meanings of vocabulary and synonyms of word. However, after conducting research using the Quizizz learning media, students were very enthusiastic and fully participated in carrying out the teaching and learning process of English.

The results of this study indicate that the total post-test score is higher than the initial test or pre-test. There were fifteen students who took the test and managed to improve their ability or knowledge about the meaning and equivalent meaning (synonym) of new vocabulary words. When the two tests were compared, in the second test or post-test there were five students who got the highest score of one hundred (100) with a percentage of 33.33%, then one student got ninety-five (95) or 6.66%, two students got ninety (90) or 13.33%, four students got eighty-five (85) or 26.66%, one student got seventy-five (75) or 6.66%, then one student also got seventy or 6.66%, and the last one got the lowest score on the second test or post-test score of sixty-five (65) achieved by one student or 6.66%.

Based on the previously processed data, it states that the second test or post-test has a higher score than the first test or pre-test. The pre-test shows the mean score (T1 = 43.33) which is lower than the post-test where the mean score (T2 = 88.33). This means that the results of the post-test after the treatment are better than the pre-

test carried out before the treatment. Therefore, based on the results of research conducted at SMP Negeri 6 Tondano, the application of techniques using the Quizizz online learning media can improve students' vocabulary mastery.

CONCLUSION

After analyzing and discussing the data, it can be concluded that the Quizizz learning media can be used to improve students' vocabulary mastery in English today. Especially, in understanding the meaning of words and the sinonym of words in verbs and adjectives. This can be seen and proven from the data that has been analyzed, namely the test score before treatment or pre-test (T1) is lower with a mean score of 43.33, compared to the score of the second test conducted after treatment or post-test (T2) with a mean score of 88.33. By using Quizizz learning media, students can easily learn in a fun way in today's technological era. students can be more active and study harder than usual due to healthy competition to get the highest score in the game features contained in Quizizz.

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