IMPROVING STUDENTS' VOCABULARY MASTERY USING QUIZIZZ: AN ACTION RESEARCH AT A JUNIOR HIGH SCHOOL PONTIANAK

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Abstrak

Penggunaan platform digital dalam dunia pendidikan telah mengubah pembelajaran tradisional menjadi pembelajaran yang lebih digital. Oleh karena itu, guru perlu menggunakan dan mengintegrasikan teknologi ke dalam praktik mengajar mereka. Penelitian tindakan kelas ini dilakukan untuk mengetahui apa yang terjadi pada kondisi kelas ketika Quizizz diterapkan di kelas, dan dengan cara apa Quizizz dapat membantu meningkatkan penguasaan kosakata siswa. Penelitian ini dilakukan di sebuah sekolah menengah pertama di Pontianak dengan melibatkan 35 siswa sebagai partisipan penelitian. Data dikumpulkan melalui cek observasi, catatan lapangan, dan tes kosakata. Data kuantitatif dianalisis dengan menggunakan statistik deskriptif, sedangkan data kualitatif dianalisis dengan menggunakan tiga langkah, yaitu reduksi data, penyajian data, dan kesimpulan.

Temuan penelitian menunjukkan bahwa Quizizz menghasilkan peningkatan penguasaan kosakata siswa dan menciptakan kondisi kelas yang lebih menarik dan antusias dalam proses pembelajaran. Temuan penelitian menunjukkan bahwa Quizizz dapat meningkatkan penguasaan kosakata siswa dan meningkatkan motivasi dan antusiasme siswa untuk belajar kosakata melalui Quizizz. Temuan ini menunjukkan pentingnya memanfaatkan platform digital seperti Quizizz untuk mendukung penguasaan kosakata dan menyarankan penyelidikan lebih lanjut mengenai implementasinya dalam aspek pembelajaran bahasa lainnya.

Kata kunci: Penguasaan Kosakata, Quizizz, Penelitian Tindakan Kelas.

Abstract

The use of digital platforms in education has transformed a traditional learning to a more digital learning. Thus, teachers need to use and integrate technology into their teaching practice. This classroom action research was conducted to find out what happened to the classroom conditions when Quizizz was implemented in the classroom, and in what ways Quizizz could help improve students' vocabulary mastery. The research was conducted in a junior high school Pontianak involving 35 students as the research participants. Data were collected through observation, field notes, and vocabulary tests. The quantitative data were analyzed using descriptive statistics, while the qualitative data were analyzed by using three steps, data reduction, data display, and conclusion.

The research findings showed that Quizizz resulted in an improvement in students' vocabulary mastery and created more interesting and enthusiastic classroom conditions in the learning process. The findings showed that Quizizz could improve students' vocabulary mastery and increased their motivation and enthusiasm to learn vocabulary through Quizizz. The findings reveal the importance of utilizing digital platforms such as Quizizz to support vocabulary mastery and suggest further investigation of its implementation in other aspects of language learning.

Keywords: Vocabulary Mastery, Quizizz, Classroom Action Research

INTRODUCTION

English is an international language that is used in the academic and everyday life for communication. In Indonesian educational contexts, English has become the first foreign language taught as a compulsory subjects starting from middle schools to secondary schools. One of the crucial language components that must be mastered before mastering the four English skills is vocabulary. Thornbury (2002) as cited in Putra (2023) argued that without grammar there is little to say, without vocabulary there is nothing to say. It means that having lack of understanding of grammar will still enable the language learners to speak, but without having enough vocabulary they will not be able to speak. Moreover, according to Sahrawi (2013) to help students improve their knowledge and abilities, vocabulary is important. Acquiring vocabulary mastery refers to the continual process of recognizing, assessing, and applying word meaning and context along with related ideas, in a development that progressively increases the depth and scope of understanding for spoken pretend messages. For this reason, it is important for students to master the vocabulary in each lesson before they start learning the language. Therefore, they should receive a intensive education to help them commit words to memory. Helping students acquire vocabulary is not an easy task. In fact, students often experience a lack of vocabulary. For example, in the context of this study, the researcher conducted pre-observation in one of the junior high schools in Pontianak and found problems in English learning. One of the problems that arise in English learning was the lack of vocabulary. Some students experienced problems with lack of vocabulary memorization and this affected their ability to speak in English. The pre-observation also indicated that students seemed less interested in learning English as evidenced when in class, some of them paid less attention to the teacher.

Based on the "Merdeka Belajar Curriculum" policy that was launched by the Indonesian Ministry of Education and Culture in 2019, a significant change has been made from the traditional approach to education. Under this policy, teachers are given the freedom to choose the learning methods they believe are most effective for their students. By giving teacher the freedom to customize their methods to suit the specific needs of students, it will result in a more engaging and effective learning experience. In the context of vocabulary mastery, teachers can

adapt their approach to the specific needs of students which will help encourage more creative and effective vocabulary mastery. To overcome the challenges, in this study used Quizizz Application as a new innovation in this school to improve students' vocabulary mastery. Quizizz application has some several features and advantages to be used in teaching and learning English. Agustin (2022) in her research found that a new way innovation to improve vocabulary mastery by using an application will enable the learners not to feel bored quickly because it is fun and enjoyable. Degirmenci (2021) added that Quizizz allows the integration of sounds such as music or dialog, thus helping teachers in English teaching, especially in vocabulary mastery.

Several studies are related to using Quizizz in learning vocabulary mastery. First is study from Parmawati and Ruqoyyah (2023) state that Quizizz can improve students' vocabulary mastery and Quizizz can improve vocabulary classroom into a better situation. The improvement of students' vocabulary mastery can be identified from the improvement of student ability in pronunciation, spelling, grammar, meaning. Furthemore, second study done from Pavita and Nirmala (2021) that state Quizizz can help students improve their vocabulary mastery. It is shown in the test results indicating that using Quizziz can make learning English more fun and enjoyable. This finding implies that using Quizizz in the classroom will give benefit for not only teacher but also students in the teaching and learning process, as well as improve teachers' professionalism. Quizziz can be interactive and lighthearted media that can motivate students to study and improve their vocabulary in English. In this case, Quizizz is expected to improve vocabulary mastery in class VIII students at SMPN 21 Pontianak.

METHOD

This research is intended to bring positive changes by doing an action to the context of this research. Thus, classroom action is used. Burns (2010) claimed that the main goal of classroom action research is to determine the best course of action for a given situation in order to make a better change or the quality of a good product. This Classroom Action Research was conducted in a school located at Pontianak. In this research, students from class VIII G with a total 35 students were included as the research subjects. The research procedure was conducted by

implementing two cycles. Each cycle consisted of two meetings and followed four stages: planning, action, observation, and reflection. In this research, the researcher used observation and measurement techniques in collecting data. For the instruments of data collection used observation checklist, field note, and vocabulary test. Data analysis for each student's vocabulary test score was carried out by calculating the results of the correct answers. This is done by dividing the number of correct answers obtained by students by the total number of items, resulting in a score that reflects the performance level of each student. This method is adopted from Cohen et al. (2007), which allows an accurate assessment of students' vocabulary knowledge in the test.

To determine the mean score of a class, the sum of all students' scores was divided by the number of students. This mean score calculation, as referenced from Ngadiso (2013) cited by Parmawati & Ruqoyyah (2023), provides an indicator of overall class performance, highlighting the general level of vocabulary mastery across participating students.

Qualitative data includes information collected from observation and field notes, which potray students' and teacher's activities during the teaching and learning process in the classroom. The data were then analysed using a qualitative method tha involves three stages, they are data reduction.data display,and conclusion (Miles & Huberman,1994).

RESEARCH FINDINGS AND DISCUSSION

The researcher conducted a Classroom Action Research with a focus on improving vocabulary mastery, specifically through the use of Quizizz. This section presents the findings of the study, drawn from observation checklists, field notes, and vocabulary mastery test results. These findings provide a clear picture of classroom conditions, student engagement, and progress in vocabulary mastery.

Finding of Observation Checklist

In this research, an observation checklist was used as a data collection instrument, to observe key aspects during the study. This observation checklist was used to monitor students' participation and participation during the learning process, especially when using Quizizz as an interactive learning tool as well as to see the condition of the class when learning.

Cycle 1

For the first meeting of Cycle I, which was held on Wednesday, July 17th, 2024, the teacher began by giving opening greetings, praying, and taking students' attendance. During this initial learning, the researcher observed that many students seemed uninterested and paid little attention when the teacher presented the material. When the teacher introduced and demonstrated how to use Quizizz, many students seemed unfamiliar with the application and did not pay much attention to the instructions, leading to a lack of clearness in their understanding of how to use the tool. When the teacher displays and instrucs Quizizz together about the material many students struggle with pronunciation A few students seemed unsure about the correct pronunciation of the words, which led to hesitation and lack of confidence when repeating the vocabulary. As a result, their ability to use the vocabulary in sentences was minimal, as they did not fully understand the meaning of the word or its context. In addition, the overall classroom environment was not fully supportive of active learning, many students were less interested in using Quizizz, perhaps because they were less familiar with the app. As a result, participation levels were low, and some students were passive, less engaged in the lesson.

In the second meeting of cycle 1, held on Wednesday, July 24th, 2024, student engagement showed a slight improvement from the first meeting, but challenges remained at some points. Some students began to slowly pay attention to the teacher's instructions and tried to identify the meaning of vocabulary words on their own, although some other students still did not pay attention to the teacher. Teacher student interaction is still limited, the teacher gives a general explanation of the vocabulary but does not involve students individually and the teacher focuses on explaining only in front of the class, not interacting with students. As a result, many students remained passive throughout the session, hesitant to ask questions or participate in discussions.

Cycle 2

At the first meeting of Cycle II held on Wednesday, July 31st, 2024 there was a marked improvement as shown by the results of the observation checklist. Students showed increased engagement during the lesson, with almost all students paying attention to the teacher's explanation. Most students were able to follow the

material and understand the material taught, although some students still faced challenges. students began to show a little confidence in pronouncing the words during learning activities, although many were still hesitant, fearing mispronunciations. This is a significant progress, as more students feel comfortable to try to pronounce the vocabulary words, although their confidence is not yet fully developed. Many students were overactive, and their enthusiasm made the classroom environment rather chaotic, which the teacher found difficult to manage effectively. Although students' active participation was a positive indicator of their interest and motivation, the conduciveness of the class was affected by the lack of firm guidance to maintain classroom discipline

In the second meeting of Cycle 2, held on Wednesday, August 7, 2024, there was a significant improvement in student engagement and classroom conditions. The teacher continued to use Quizizz to support vocabulary mastery, and this time the classroom atmosphere was much more controlled. The students showed increased focus, actively engaged with the material, and maintained more orderly learning conditions. Unlike the previous meeting, the students looked more serious in their learning, with minimal distractions, even when using Quizizz. Most students demonstrated a clear understanding of the meaning of the vocabulary, showing confidence in their pronunciation. Students' enthusiasm in using Quizizz remained high, yet their competitiveness no longer caused disruptions in the classroom. Instead, they engaged in friendly competition, struggling for high scores while maintain discipline. The teacher more assertive classroom management helped guide students effectively, allowing for smooth communication and purposeful focus

Finding of the Field Note

Cycle 1

In Cycle 1, Meeting 1 held on Wednesday, July 17th, 2024, the classroom atmosphere was very passive, with students showing minimal participation in the learning process. Many students shifted their attention elsewhere, engaging in conversations with friends or participating in unrelated activities. When the teacher introduced Quizizz, many students had difficulty understanding its purpose and how to use it. This lack of clarity in instruction made it difficult for students to engage with the vocabulary task and left them confused about how to

proceed. This was confirmed in the observation checklist, where students' responses to basic questions and commands were limited, indicating a lack of understanding and interest in the material presented.

At Cycle 1, Meeting 2 held on Wednesday, July 24, 2024, there was a little improvement in student engagement compared on the first meeting. Some students started to show interest in using the Quizizz platform, perhaps due to being interested in its game-like features. However, despite this initial curiosity, confusion was still common among students, as noted in the field notes. Although some students tried to use the Quiz and participate, this made the classroom atmosphere a little bit chaotic, as students who were still unclear about how to do it kept looking for answers from peers rather than getting close to the teacher to ask. Without immediate decisive action from the teacher, the class became noisy and unfocused, thus reducing the potential of the Quizziz as a tool for vocabulary mastery.

Cycle 2

In Cycle 2, Meeting 1, held on Wednesday, July 31st, 2024, students showed an increase in overall participation compared to the previous meeting, with many students becoming more active and interested in using Quizizz. Students appeared motivated by the interactive features in Quizizz, which encouraged them to ask questions and discuss. This increased engagement was evident as more students joined the discussion and responded positively to the vocabulary tasks presented. However, classroom management continues to be challenging. While the teacher managed to maintain better control than the previous meeting, the classroom environment still turned noisy at times, especially due to students' excitement of answering questions on Quizizz.

In Cycle 2, Meeting 2, held on Wednesday, August 7th, 2024, there was a significant improvement in students' vocabulary mastery and classroom conditioning. Students showed a marked improvement in their vocabulary skills, they were able to identify the meaning of the word independently, pronounce the vocabulary with more confidence, and use the word appropriately in the context of the sentence. They could already write the word or spell it correctly. The enthusiasm in using Quizizz was evident, as they used Quizizz with great ease and showed great interest in competing for high scores. The classroom conditions also

felt more conducive to focused learning. Field notes highlighted that students showed a high level of engagement and interest in vocabulary practice through Quizizz. The interactive and competitive nature of the platform motivated students to perform well, and the class remained organized, with minimal disruption. Therefore, this cycle can be considered successful.
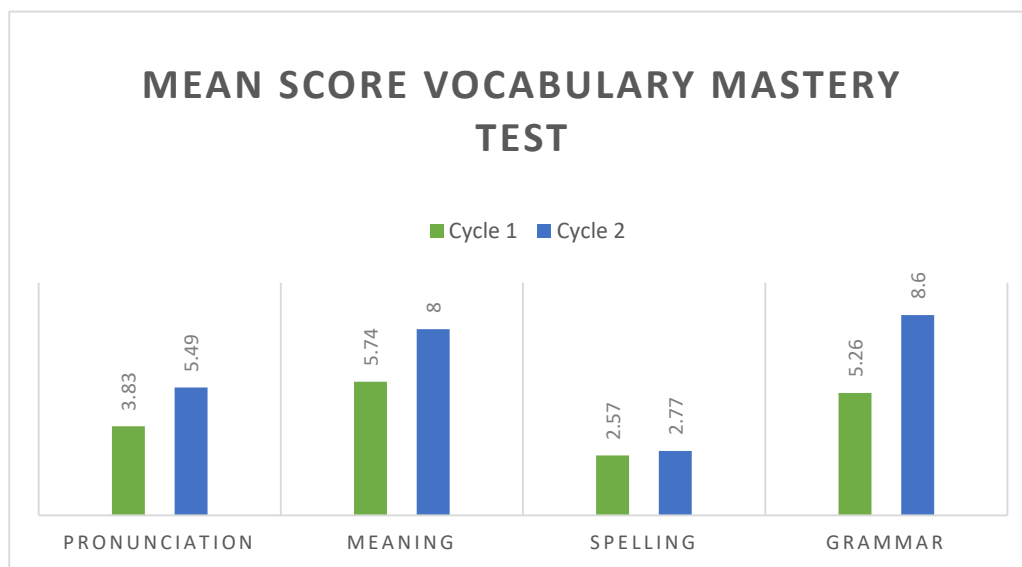
Finding of Vocabulary Test

Figure 1: Mean Score Test of Cycle 1 and 2

In the first cycle, to evaluate the improvement of students' vocabulary mastery, the researcher conducted an initial vocabulary test based on Quizizz but given in paper form. The test consisted of multiple choice questions, and students answered by marking their choices directly on the paper. The test consisted of 30 multiple-choice questions designed to assess various aspects of vocabulary mastery, such as word meaning, pronunciation, spelling, and grammar.

The researcher assessed the results of the action research by examining the results of the vocabulary mastery test in both cycles, focusing on four aspects: pronunciation, meaning, spelling and grammar. In the first cycle, only 3.83% of the students' mean score could answer the pronunciation aspect, while in the second cycle, this figure increased to 5.49%. Meanwhile, for meaning, 5.74% of students' mean score answered correctly in the first cycle, increasing to 8.00% in the second cycle. In addition, there was only a slight increase in the spelling aspect, with 2.57% of students' mean score answering correctly in the first cycle and 2.77% in the second cycle. And the last aspect of grammar increased, with

only 5.26% of students' mean score answering correctly in the first cycle, increasing to 8.60% in the second cycle. This finding shows that students' vocabulary mastery with Quizizz showed an overall improvement from the first cycle to the second cycle.

Discussion

After analyzing the data such as field notes, observation checklist, lesson plans, student post-test scores, the researcher obtained several findings that show the implementation of quizizz could improve students' vocabulary mastery and classroom conditions. The following sections discuss these findings.

The findings of this research highlight that the implementation of quizizz as a teaching media in teaching vocabulary could improve classroom learning condition. The classroom conditions showed significant improvements after the implementation of Quizizz. Classes became more lively, dynamic, and engaging as students actively participated in Quizizz. This Finding was in line with a research by Dewi et al. (2020) who found that Quizizz encourages students to continue learning by creating an engaging and interactive environment, this study found that the platform's features foster a healthy sense of competition, helping students stay focused and motivated. Real-time feedback allows students to improve their performance instantly, fostering a more active and attentive classroom environment. With this, Quizizz helps transform the learning experience into a more interactive and enjoyable one, leading to increased student motivation, engagement, and learning outcomes. This is also in line with the theory of Parmawati and Ruqoyyah (2023) which states that interactive learning tools, such as Quizizz, improve vocabulary mastery through structured practice and immediate feedback, thus improving key aspects such as pronunciation, spelling, and contextual usage. Therefore, the implementation of Quizizz not only improves individual learning outcomes but also creates a more conducive and active classroom environment for language learning.

The findings of this research highlight of how Quizizz can help improve students' vocabulary mastery at SMPN 21 Pontianak. Quizizz proved to be an effective learning tool by engaging students in active learning through interactive quizzes, instant feedback, and game-based learning. Quizizz features, such as real-time scoring, allow students to immediately recognize and correct their mistakes

in vocabulary use, which reinforces their learning and helps them remember new words more effectively. This is in line with a relevant study by Agustin (2022), which states that game-based applications such as Quizizz create a fun and interactive learning environment that increases student motivation and engagement. Active participation in quizzes encourages a deeper understanding of vocabulary as students are constantly challenged to apply words in various contexts. Another key findings of this research suggest that Quizizz could increase the students' vocabulary tests score. It shows that there is significant increase in students' post-test scores after the implementation of Quizizz. Specifically, the mean score increased from 58 in post-test 1 to 83 in post-test 2. The immediate feedback feature of Quizizz plays an important role in this improvement, as it allows students to quickly assess their understanding and make necessary corrections.

This finding is in line with the theory proposed by Zhao (2019), which states that Quizizz allows students to complete exercises on their smart phones while receiving immediate feedback. The platform's rating system fosters a competitive and motivating learning environment, encouraging students to compare their achievements with their peers. This competitive nature, combined with Quizizz's interactive features-such as avatars, themes, memes, and music-motivates students to study more seriously, correct mistakes, and strive for higher scores.

CONCLUSION

Based on the research findings, it can be concluded that Quizizz effectively improves students' vocabulary mastery. This interactive learning approach not only makes learning more interesting and fun, but also increases students' motivation. With interactive quizzes, immediate feedback, and competitive elements, Quizizz helps students retain and understand new vocabulary, improves spelling accuracy, and supports better use of vocabulary in sentences. The results showed a significant improvement in students' vocabulary acquisition in both cycles, as reflected in their mean scores.

Using Quizizz as a vocabulary mastery learning tool also increased students' enthusiasm and broke the monotony in the classroom. It encouraged greater interaction between students and teachers, encouraging active participation and lively discussions during the lesson..

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