

THE EFFECT OF USING THE QUIZIZZ APPLICATION ON STUDENTS' VOCABULARY MASTERY

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Abstract: The aim of this research is to know how the effect of the Quizizz application on students' vocabulary mastery at 7th grade of SMPN 6 Bekasi. This research method uses an experimental design. The sample is all students of VII-G and VII-H 7th grade of SMPN 6 Bekasi. This data was obtained by conducting a post-test on the students. The results of the attached t-test table, it is known that the value of Sig. (2-tailed) < 0.5. By equating the score of the experimental class with the score of the control class, the experimental class is greater than the score of the control class. Based on the analysis of information, it's known that students in grades VII-G who use Quizizz to increase their learning motivation in English vocabulary mastery have a higher level of total English vocabulary knowledge. This shows that the t-test value has a significance level. In other words, Quizizz has an effect on increasing vocabulary mastery and motivation for students.

Keywords: Vocabulary mastery; quizizz; learning media

INTRODUCTION

Vocabulary is the most important aspect of learning English. To speak well in a foreign language, one must have sufficient (four) language skills namely: listening, speaking, reading, and writing. Vocabulary is the center of language and is extensive for special language and for everyday language learners (Coady, 1997). Therefore, students must have an inventory of vocabulary to master it. In studying vocabulary, students will recognize English words and their meanings, and students may even understand a way to position phrases collectively in sentences (Virginia, 1983).

Unfortunately, the reality is that many students still face difficulty in placing words correctly in sentences. This also happened to learners. Students faced difficulty in memorizing new words and were frequently disinterested in something. Youngsters have a very brief attention span and concentration. (Douglas, 2001). So, researchers can conclude that students need various learning methods to improve student's ways of learning, think critically, and build their interest.

There are other factors that affect vocabulary mastery. The internal factors are students aren't actively involved during the teaching process. These factors are faced by the

students when the researcher did practice field experience at SMPN 6 Bekasi. They are not highly motivated and do not respect the vocabulary material because feel bored with the method given by the teacher. Whereas some external factors do not support the development of students' vocabulary mastery. Therefore, in teaching English a teacher requires strategies, techniques, methods, and approaches to assist student understanding. "Approach" is used to refer to how students' manner language, without implying both aim or consciousness (Jack, 2010).

However, in most implementations, the vocabulary teaching process is executed without approach. As consequence above, the researcher found a new way how to improve vocabulary skills by using an application that will not make the learner bored quickly because it's fun and enjoyable, they are learning while doing what they like. It is such a great way so it is easier to remember because when we do something that we like it will be fun for doing that. One of the methods is by using an application name Quizizz.

Quizizz offers a variety of interesting quizzes and features so it can arouse students' motivation in learning vocabulary Quizizz is not just an ordinary quiz like in daily class with pen

and paper but it can also be in the form of games and it also is accompanied by a picture which is a plus in the learning methodology. The use of the Quizizz application is also quite easy. First, just make the quiz and the students will do it using their Smartphones. The students will be enthusiastic because this method used smartphones which is no longer taboo in this era that technology is growing, as well as in learning. Compared to using paper or looking at books they will focus more on their Smartphone. Quizizz is not only for learning English but can also be used for all subjects. Problems that are often encountered when learning and memorizing new vocabulary are due to lack of motivation and methods that tend to make.

Vocabulary is the complete collection of words that students recognize or master to write, speak, listen, and read which are the basic English skills that students used to master as English or language newcomers. For many people, vocabulary is largely related to the number of words a person knows. A person's vocabulary is large or small, but the word has many nuanced meanings and is a good representation of the nuanced and polychromatic nature of many English dictionaries.

Vocabulary can indeed refer to a collection of words that are known to a person or a large group of people. It may also represent a set of terms ("scientific vocabulary") specific to the field of study or activity. It can specify a physical object, such as a book, on which a series of words (usually alphabetically) is defined or described. It may refer to things other than words, such as "a list or collection of terms or codes available for use", "a collection or list of non-linguistic symbols" (such as marine alphabetic signs), and "an expressive set of art forms that used in" (e.g. "Dance Vocabulary").

Through the problems above, the researcher is looking for media that are likely to be able to build their motivation, one of which is using applications like Quizizz. So, this research focused on the main issues: (1) how is the effect of Quizizz application students' vocabulary mastery of grade 7 students at SMPN 6 Bekasi? And (2) Does the use of Quizizz can increase students' motivation?

METHOD

This research used a quantitative method. According to Sugiyono (2010), there are several forms of design experiments, namely: pre-experimental design, true experimental design, and factorial design, and in this research the researcher uses quasi-experimental. The main feature of the quasi-experimental design is to develop a real experimental design, which has a control group but does not fully control the external variables influencing the implementation of the experiment.

Research of Purpose

The aim of this research is to know how is the effect of the Quizizz application on students' vocabulary mastery of grade 7 students at SMPN 6 Bekasi.

Time and Place of the Research

This research was held at VII grade of SMPN 6 Bekasi located on RT.001/RW.011, Jatiwaringin, Kec. Pondok Gede, Kota Bekasi, Jawa Barat 17411. This research was held from 15th June until 17th June. Data collection time was 60 minutes giving assignments to work on questions that have been provided through the Quizizz application.

Population and Sample

The populations in this research are 7th grade of SMPN 6 Bekasi with the number of all of the 7th grade are 450 students.

From that population, the researcher took samples using purposive sampling. Thus obtained the sample in this research was 60 students, consisting of 30 students of class VII-G and 30 students of class VII-H.

Procedures for Collecting Data

Before the researcher gave the data to the students, the researcher taught the experimental class for 4 meetings by using the application Quizizz and the control class taught by using manual teaching but still using the help of the Google Form application. Data were collected in one day. Class is divided into 2 (two) classes G and H, where class G used the applications Quizizz and class H uses manual learning with Google form. The system used was a post-test (questions multiple choice A, B, C, D) both classes get the same questions, but distinguish

the features of the two applications. The questions are about 20 and all of them mostly talk about vocabulary adjectives.

Grid of instruments

The grid instrument of posttest vocabulary mastery as follows:

Table 1

Indicators	Aspect	Amount of The Items	Items
1. Adjective	Find the words that are related to the adjective.	20	1-20
2. Antonym	Find the words which have different meanings.	1	6
3. Bad and Good Qualities	Find the difference between bad and good qualities.	1	12

Instruments

When obtaining data to compare the learning outcomes of the control and experimental classes, the researcher conducted tests in the form of questions using different methods. The control class used Google Forms, and the experimental class used Quizizz, both of which are 20 quizzes. Each quiz has options A, B, C, and D.

Validity and Reliability Test

Validity shows how well a measuring instrument is used to measure what is being measured. The method is to correlate the points earned on each question with the individual's overall score. The validity test was carried out with the help of a computer using Microsoft Excel for the Windows 10 program. In this research, the validity test was only carried out on 20 respondents. The decision is based on the calculated r -value (item-total correlation correction) $> r$ table 0.444, $df = 20 - 2 = 18$; $= 0.05$ then the item/question is valid and vice versa.

Criteria:

1. If $r_{\text{count}} > r_{\text{table}}$, it means that the instrument

test is valid.

2. If $r_{\text{count}} < r_{\text{table}}$, it means that the instrument test is invalid

The results of the validity test of vocabulary mastery are as follows:

Table 2. Validity Test Result of Vocabulary Mastery

No	R count	R table	Category
1	0,690	0,444	Valid
2	0,538	0,444	Valid
3	0,431	0,444	Invalid
4	0,172	0,444	Invalid
5	0,454	0,444	Valid
6	0,161	0,444	Invalid
7	0,089	0,444	Invalid
8	0,444	0,444	Invalid
9	0,493	0,444	Valid
10	0,574	0,444	Valid
11	0,176	0,444	Invalid
12	0,448	0,444	Valid
13	0,279	0,444	Invalid
14	0,539	0,444	Valid
15	0,334	0,444	Invalid
16	0,410	0,444	Invalid
17	0,600	0,444	Valid
18	0,044	0,444	Invalid
19	0,176	0,444	Invalid
20	0,233	0,444	Invalid
21	0,836	0,444	Valid
22	0,840	0,444	Valid
23	0,029	0,444	Invalid
24	0,179	0,444	Invalid
25	0,080	0,444	Invalid
26	0,363	0,444	Invalid
27	0,144	0,444	Invalid
28	0,501	0,444	Valid
29	0,314	0,444	Invalid
30	0,744	0,444	Valid
31	0,786	0,444	Valid
32	0,786	0,444	Valid
33	0,584	0,444	Valid
34	0,634	0,444	Valid
35	0,615	0,444	Valid
36	0,444	0,444	Invalid
37	0,406	0,444	Invalid
38	0,539	0,444	Valid
39	0,502	0,444	Valid
40	0,502	0,444	valid

Based on Table 2 it can be seen that all questions for the variable the training method

have a valid status because the value of r_{count} (Corrected Item-Total Correlation) $> r$ table of 0.444.

Items that are declared valid are tested for reliability. A variable is said to be reliable if the answers to questions are always consistent. The reliability coefficient of this tool is designed to see the consistency of respondents' responses to the stated items. As for the analysis tool using the split-half method, reliability is calculated using Cronbach's Alpha formula by correlating the odd to even total score. Calculations were carried out with the help of the Microsoft Excel computer program. The following table lists each outcome variable.

Criteria:

1. If Cronbach's Alpha $> 0,70$ it means the instrument is reliable.
2. If Cronbach's Alpha $< 0,70$ it means the instrument is unreliable.

Table 3

No	Variable	r alpha	r kritis	Criteria
1	training method	0,913	0,70	Reliable

Based on the Table above, Reliability tests were carried out on question items that were declared valid. A variable is said to be reliable if the answer to questions is always consistent.

Data Analysis

In this research, the data was obtained from the results of answering the question in questionnaires that had been completed by students from another school. After that, the researcher assesses the results of the questionnaires. The experimental class and the control class were both given the same questions. After completing the process of filling out the questions, the researcher analyzed the scores of the two groups of questionnaires.

RESULTS AND DISCUSSION

To find the results of the comparison between the experimental class VII-G and the control class VII-H, the researcher conducted a test using 2 different methods. The experimental class used Quizizz as an increasing learning motivation for English vocabulary, and the control class used Google Form which means

like the usual. And the researchers used the SPSS program for t-test independent.

1. Experimental Class

Table 4. The scores of the individual students of the experimental class (using Quizizz)

Students	Scores
1	100
2	100
3	95
4	95
5	85
6	85
7	85
8	85
9	80
10	70
11	85
12	80
13	70
14	70
15	75
16	80
17	60
18	70
19	75
20	55
21	55
22	60
23	65
24	60
25	60
26	40
27	50
28	55
29	50
30	55
TOTAL	2150

The experimental class score table above shows that there are 30 students in class VII-G, and the number of answers to the 20 questions in class VII-G is 2150.

2. Control Class

Table 5. The scores of the individual students of the control class (using Google Forms)

Students	Scores
1	75
2	60
3	90
4	60
5	35

6	45
7	90
8	70
9	85
10	60
11	80
12	100
13	70
14	100
15	50
16	95
17	65
18	95
19	65
20	100
21	90
22	90
23	55
24	50
25	60
26	50
27	80
28	40
29	40
30	20
TOTAL	2065

The value score table above in the control class shows that all students in class VII-H are 30 students with total questionnaire responses of all class VII-H totaling 2065 out of 20 questions.

Test of Normality

The test of normality is a test used to determine the distribution of random and specific data in a population (Chakravarti, 1967). According to tests conducted by the National Institute of Standards and Technology, the Kolmogorov-Smirnov test is suitable for data sizes of 20 - 1000.

Criteria:

1. If the value of sig. > 0.05 normally distributed residue
2. If the value of sig. < 0.05 residues is not normally distributed

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	21.48461180
Most Extreme Differences	Absolute	.140
	Positive	.140
	Negative	-.100
Test Statistic		.140
Asymp. Sig. (2-tailed)		.070 ^c

Test of Homogeneity

A homogeneity test is a test to find out that two or more groups of sample data come from a population with the same variance (homogeneity). The homogeneity test can use Levenne's test, Fisher's test, and Bartlett's test, here the researcher uses Levenne's test.

Criteria:

1. If the value of Sig > 0.005, then the data distribution is homogeneous
2. If the value of Sig < 0.005, then the data distribution is not homogeneous

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
hasil post test vocabulary	Based on Mean	3.860	1	58	.054
	Based on Median	3.879	1	58	.054
	Based on Median and with adjusted df	3.879	1	54.3	.054
	Based on trimmed mean	3.850	1	58	.055

Result of Hypothesis Testing

An Independent sample t-test was used to test the hypothesis. Return the associated probability for the student's t-test. Use a t-test to determine whether two samples come from two underlying populations with the same mean.

Criteria:

1. If the value of Sig. (2-tailed) < 0.5 then there is a significant difference between learning outcomes in class VII-G and class VII-H
2. If the value of Sig. (2-tailed) > 0.5 then there is no significant difference between learning outcomes in class VII-G and class VII-H.

Independent Sample Test

Group Statistics

	Kelas	N	Mean
Hasil tes soal vocabulary	Kelas G	30	71.6667
	Kelas H	30	68.8333

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Hasil tes soal vocabulary	3.9	.05	.57	58	.570	2.83333
			.57	...	.571	2.83333

According to the results of the attached t-test table, it is known that the value of Sig. (2-tailed) < 0.5. By equating the score of the experimental class with the score of the control class, it can be seen that the score of the experimental class is greater than the score of the control class. So, in conclusion, Ha is true.

Based on the analysis of information, it is known that students in grades VII-G who use Quizizz to increase their learning motivation in English vocabulary mastery have a higher level of total English vocabulary knowledge than students in grades VII-H who do not use Quizizz. This matter ensures that the experimental class questionnaire scores are not the same as the control class questionnaire scores. It means that Ha 1 is accepted to motivate students in learning English vocabulary by using educational media such as Quizizz.

Based on the description of the results of the analysis information and the results of the Scores above, it can be concluded that Quizizz as a learning media can increase the output and motivation of students at SMPN 6 Bekasi City.

CONCLUSION

After conducting experiments between classes VII-G and VII-H using the Quizizz experimental class and the control class using the manual method (Google Form), the results of the independent sample t-test between

samples, the comparison shows Sig. (2 tails) .000 < 0.05. The calculation of the hypothesis test shows that (Ho) is rejected and (Ha) is accepted it can be concluded that Quizizz

Games can increase students' motivation to memorize vocabulary because Quizizz offers flashcards and other fun features. In addition, in the current learning era, where all students must have a cellphone, the use of Quizizz is supported, but there are other factors that hinder the use of Quizizz, namely internet quota and other supporting facilities such as an LCD projector.

After conducting the research, the researcher concluded that Quizizz can increase students' motivation to learn, especially in vocabulary mastery. Researchers suggest that teachers use various learning media in the classroom because it can stimulate and foster students' creativity and imagination, besides that they will get new experiences in the process of learning English and they will not easily get bored. In the end, if schools want to implement and support this learning method, schools must also be ready to provide adequate facilities so that the process runs smoothly.

Researchers also suggest paying more attention to the teacher when they explain the material, especially vocabulary material. Also, to be more active and motivated again because everything has been provided only then that depends on students.

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