

CHAPTER 1 INTRODUCTION

1.1 Background

Vocabulary is the most important aspect of learning English. Vocabulary is considered an important factor that has a great influence on a person's communication process. Language learning is often associated with how to build good sentences to say. According Nila Komalasari (2021), 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. A rich vocabulary will greatly help students to master the English language and the four main skills of listening, reading, writing and speaking.

In fact, many students still face difficulties in learning the language. learners have difficulties in memorizing new vocabulary and lack of interest which then makes students unable to master English skills. Mastering a lot of vocabulary will make it easier for students to master English, mastering vocabulary is the main factor for speaking fluently and also writing sentences. According Annisa Dwi Pertiwi (2023), students' have little mastery of vocabulary because they face difficulties or problem in understanding the meaning of words in English, students' also have low motivation in learning English, reading textbooks and others. one of the factors that make it difficult for students to communicate using English is that they are too lazy in acquiring and enriching vocabulary. In addition, students need motivation to be enthusiastic in learning, often students are not serious or lack concentration which causes them not to grasp the material given by the teacher. Therefore, various interesting methods are needed to improve their learning methods and interest.

Furthermore, there are challenges that students often experience in learning English. one of them that is most often experienced is difficulty in pronouncing vocabulary in English. For example, there are words such as house, horse, know, knee, etc. Such words are a challenge for students, especially students in Indonesia, as we know that the pronunciation of English and Indonesian vocabulary has a considerable difference, in English between writing and pronouncing the word is different, so it becomes a challenge for students in learning English.

Based on the results of the preliminary observations, the researchers conducted interviews with one of the teachers at SMA Negeri 2 Palopo. From the observation, it was found that the problem students face in learning English is that they are lazy to enrich their vocabulary, so their vocabulary is very lacking. For example, when students are asked to introduce themselves in English, there are still many students who do not know how to say the address where they live, they still wonder how to say the address in English, what they know is the name and class. Another example is to say the five senses in English, some students still do not know. When they look at the book they only know the meaning but the pronunciation is still not right and also the lack of motivation from the environment makes the students less interested in English. Then the teacher also mentioned that the students still lack confidence in saying words or sentences in English. For example, when the teacher gave exercises to read English texts, the students refused because they were not confident. However, when they were asked to read the text in Indonesian, they immediately wanted to read the text. Another problem faced by students is that the teaching media used by teachers in teaching English only focuses on books and does not use laptop or LCD, which makes students less interested in learning English. Therefore, teachers must prepare the right approach, methods and media strategies to make students more active and interested, also ensure that the teaching methods taught are appropriate and can also be motivated to get involved in learning.

Utilizing teaching media including images, audio and computer-assisted teaching, can be used to increase student learning effectiveness in learning English. By accessing the internet through a cell phone or laptop can be used for technology-based teaching media, making it a convenient and effective way to increase student vocabulary in English. According to Irwan (2019), said that one of the interesting and interactive learning media is a game that can arouse student learning motivation, such as challenge, fantasy and curiosity. one type of interesting learning media in Indonesia is the Quizizz application.

Previous studies have found that using the Quizizz app is effective in improving students' vocabulary in English. According to Hasni & Prawiyata (2023), Quizizz is a game-based learning method by involving students to be interested and

active in learning English. In this way, students become motivated to learn English because in classroom learning teachers use interesting methods to their students.

Based on the paragraph above, the researcher concludes that to be able to attract students' interest in learning English, using the Quizizz application is the right media. Currently, students' daily activities spend more time playing cell phones or other electronic devices. By using the Quizizz application that can be accessed using cell phones or other electronic devices, students can learn new vocabulary more interestingly and more easily remember the meaning of the vocabulary they just learned. Therefore, the researcher is interested in conducting a study entitled “The Use of Quizizz Application to Improve Students' Vocabulary at the Tenth Grade of SMA Negeri 2 Palopo”, with the intention of being able to improve students' vocabulary and also make it easier for students to remember new vocabulary.

1.2 Problem Statement

Based on the description of the background described above, the researcher formulates the research problem as follows: “Is the use of the Quizizz application is effective in improving students' English vocabulary in the tenth grade of SMA Negeri 2 Palopo”?.

1.3 Objective of the Research

Based on the research problem, the target objective of this research is to ascertain whether the use of Quizizz application to improve students' vocabulary knowledge in the tenth grade of SMA Negeri 2 Palopo is successful or not.

1.4 Significance of the Research

The following is the significance of this research :

1. For Teachers, this research provides information on how to teach vocabulary by using effective learning media to support vocabulary learning.
2. For Students, this research gives students knowledge and information about how to improve their vocabulary mastery in English, which will help them learn other English language abilities.

3. For future research, In addition to serving as a reference for future vocabulary research, this study can assist future researchers in learning more about the efficacy of using the Quizizz program as a tool for vocabulary improvement.

1.5 Scope of The Research

The scope of this research is to improve students' vocabulary mastery through the use of the Quizizz application. This research focuses on the vocabulary category of verbs.

1.6 Operation Definition

The following are operational definitions of some of the key terms of this study:

1. Vocabulary

Vocabulary is a set of words that have meaning which are then used to form a language. Vocabulary is one of the most important components of language.

2. Vocabulary Mastery

Vocabulary mastery can be defined as a person's ability to recognize and understand the meaning of the word so that the person can communicate well.

3. Quizizz Application

Quizizz application is an online game-based learning media that can be accessed on mobile phones. Quizizz application combines games and learning where students can play games by viewing images, text, and listening to audio to improve students' English vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

Several definitions of vocabulary have been given by experts. However, it is not possible to cover them all in this chapter. As a result, the author has chosen a few definitions that are especially crucial to address. Enhancing vocabulary can help pupils become more proficient in the English language, which will facilitate their ability to read, write, and communicate in the language.

Gushenra (2017), vocabulary is a component of language that maintains all of information about meaning and using words in language. All of a language's words are referred to as its vocabulary. The first step a person must take when wanting to learn English skills, the first step is to learn vocabulary. Vocabulary is an important factor when someone learns a language, according to Nila Komalasari (2021), Vocabulary is a basic element or basic foundation of words. Vocabulary is an important element before students learn about skills in English, which can then be used as a guide to help students understand it. According to Tengku Winona Emelia (2023), Vocabulary is expanding one of the most important language skills for learning English. Since language learning can aid students in mastering other components and learning English, it is a crucial component of language instruction.

Based on the explanation above, the researcher concluded that when a student has a lot of vocabulary, it will make it easier for students to develop and master English language skills. Vocabulary is the most important thing for students in learning English which can help students to communicate well.

b. Types of Vocabulary

According to Tengku Winona Emelia (2023), the following are the types of vocabulary based on the Form Aspect:

1. Basic Vocabulary (Single Word): A word that has not been affixed and is the simplest form. Examples: “eat”, ‘book’, ‘go’.

2. **Derived Vocabulary (Complex Words):** A word formed from a base word that has been given an affix (prefix, insert, suffix, or combination). Examples: “read”, ‘run’, ‘fly’.
3. **Compound Vocabulary:** A word made up of two or more words that form a single unit of meaning. Examples: “hospital”, ‘subject’, ‘guestbook’.
4. **Absorbed Vocabulary:** A word of foreign origin that has been absorbed into the Indonesian language. Examples: “computer” (from English), ‘rice’ (from Sanskrit).
5. **Specialized Vocabulary (Terms):** A word or expression that is used in a particular field and has a special meaning. Examples: “photosynthesis” (in biology).

According to Aisyah Asti (2024), types of word cities based on function and usage:

1. **General Vocabulary:** Words that can be used in various situations and contexts.
2. **Specialized Vocabulary:** Words that have specific meanings and are used in certain situations or in certain fields of knowledge.

According Sulandani Alamiah (2024), types of vocabulary based on origin:

1. **Foreign Word:** A word that comes from a foreign language and has not been fully absorbed into the Indonesian language.
2. **Absorbed Words:** A word that has been absorbed and adapted for use in Indonesian.

In conclusion, vocabulary can be categorized based on various aspects such as form, function, usage, and origin. Based on form, vocabulary can be a base word, derivative, compound, absorption, or special term. In terms of function, vocabulary is divided into general vocabulary that is flexible in various contexts, as well as specialized vocabulary used in certain fields. In addition, vocabulary can also be categorized based on its origin, namely foreign words that have not been fully absorbed and absorbed words that have been adapted in Indonesian. This division shows how diverse and dynamic vocabulary is in a language, which is always evolving according to communication needs and external influences.

c. Kinds of Vocabulary

According to Olga (2019), the division of vocabulary is divided into two, namely active vocabulary and passive vocabulary. Active Vocabulary are words that can be used by individuals in speaking or writing. while Passive Vocabulary are words that are recognized when reading or listening, but are rarely used in active communication.

According to Winingsih Y (2022), the division of vocabulary is divided into oral and written vocabulary. Oral Vocabulary is words that are recognized when speaking or hearing. While Written Vocabulary is words that are known when reading or writing.

According to Maulana.R et al. (2020), the division of vocabulary is divided into types of words in vocabulary.

1. Nouns: Indicates a person, place, thing, or concept.
2. Verbs: Indicates an action or state.
3. Adjectives: Describes or limits a noun.

Based on the paragraph above, the division of vocabulary can be categorized based on various aspects. Olga (2019) divides vocabulary into active vocabulary (vocabulary used in speaking or writing) and passive vocabulary (vocabulary recognized when reading or listening but rarely used). Winingsih Y (2022) divides vocabulary into oral vocabulary (vocabulary recognized when speaking or listening) and written vocabulary (vocabulary recognized when reading or writing). Meanwhile, Maulana R et al (2020) divides vocabulary based on word types, namely noun, verb, adjective, and adverb, each of which has a different function in language. This shows that vocabulary can be classified from various perspectives according to its use in communication.

d. The Importance of Vocabulary

According to Olga (2019) learning English vocabulary is not easy for students, especially for foreign (Indonesian) students. There are many problems that students face when learning vocabulary. Dictionaries for upper secondary students often contain up to 55,000 words or even more, as well as one word having multiple meanings. Vocabulary is one of the basic components for developing English as a foreign language at primary, intermediate, or advance levels. It plays an important

role to support other language skills such as listening, speaking reading, and writing. The readers, in micro-skills, should have skills when dealing with graphemes and orthographic patterns and linguistic codes. From the above opinions, it can be concluded that vocabulary is very important to achieve language skills such as listening, reading, speaking and writing. Some of the reasons why vocabulary teaching is important are because students may get difficulties in learning vocabulary. Some factors that often cause this problem are: pronunciation, spelling, length and complexity, grammar, and meaning.

e. Teaching Vocabulary

Teaching vocabulary is a crucial component of successful language acquisition. Students can improve their vocabulary mastery by using an approach that emphasizes context, repetitive use, and the introduction of words that are commonly used in everyday life. Kids require more than only word meaning knowledge in order to develop a thorough mastery of vocabulary.

The goal of vocabulary teaching is to introduce and enhance students' comprehension of new vocabulary in a language. It is not enough to simply commit words to memory; you also need to comprehend their meaning, context, and usage in everyday speech. Since vocabulary is one of the key components of language proficiency, teaching it is crucial.

Vocabulary Teaching Steps :

1. New Vocabulary Introduction: The instructor presents new terms that are pertinent to the lesson's subject. Text, images, and videos are just a few of the material that can be used for this.
2. Understanding Meaning: It's critical to comprehend not just the word's meaning but also its nuances, such as connotations or how meaning varies depending on the context.
3. Use in Context: After being exposed to a word, kids ought to be urged to utilize it appropriately in sentences or situations. Speaking, writing, or conversation exercises can be used to accomplish this.
4. Repeated Practice: To guarantee that newly taught vocabulary can be utilized effectively in writing or speech, it should be exercised frequently.
5. Methods of Instruction:

- a. Context-Based Teaching: To help students grasp, teach terminology in phrases or real-world scenarios.
- b. Multimedia Implementation: Engagingly introducing new vocabulary through the use of technology, such as interactive films or applications.
- c. Use of Games: Including language games in instruction can increase student enjoyment and inspire them to pick up new words.

All in all, vocabulary teaching is an important aspect of successful language acquisition. To improve vocabulary acquisition, an approach that emphasizes context, repeated use, and the introduction of words commonly used in daily life is necessary. It is not enough to memorize words, but also to understand their meaning, context, and use in conversation. Steps in vocabulary teaching include introduction of new words, understanding of meaning, use in context, and repeated practice. Various teaching methods, such as context-based teaching, the use of multimedia, and language games, can increase the effectiveness of vocabulary learning and make it more interesting for students.

2. Quizizz

a. Definition of Quizizz Application

Zhao (2019) claims that Quizizz is a game-based educational app that makes in-class exercises engaging and enjoyable by introducing multiplayer activities into classrooms. Students can use Quizizz on their smart devices to complete in-class assignments. Quizizz features gaming elements including avatars, themes, memes, and music that are engaging while learning, in contrast to other educational apps. Additionally, Quizizz encourages students to study by letting them compete with one another. In class, students take the test simultaneously, and the leaderboard displays their current position. To assess pupils' performance, teachers can keep an eye on the procedure and get the report once the test is over. Students' interest and engagement are increased when this app is used in the accounting classroom.

Quizizz is described as "a game-based educational application, that has multiplayer activities and makes classes more fun" by Citra and Rosi (2020). Students can use Quizizz to complete exercises on their smart devices during class. According to Maria and Pavita (2021), "Quizizz is a learning app that allows students to interact with friends and teachers, play games, and take quizzes". A

group of individuals can utilize Quizizz, an educational game-based software, to answer problems in an engaging and participatory manner. If a computer or mobile device has an internet connection, it can be used to access Quizizz.

Overall, Quizizz is a game-based learning app that increases student engagement and motivation in the classroom through multiplayer activities, game elements such as avatars and music, and a live ranking system. The app allows students to work on exercises on their smart devices in an interactive and competitive manner, while teachers can monitor and evaluate learning outcomes. With engaging features and wide accessibility, Quizizz has proven to be effective in increasing students' interest in learning across a range of subjects, including accounting.

b. Teaching Quizizz

A technology-based learning tool called Quizizz was created to help educators create engaging tests for their pupils. Teachers can use the software to design tests or quizzes with multiple-choice, short form, and other question kinds. Quizizz can be utilized for in-person instruction or as a stand-alone homework assignment. Because it is so user-friendly, this program is widely used on a variety of platforms, including desktops, tablets, and smartphones.

The main features of Quizizz include

1. Quiz Creation: Instructors are able to make quizzes with a variety of categories and questions.
2. Competition Mode: An interesting gamification aspect is provided by the ability for students to compete in real-time quizzes.
3. Instant Feedback: After responding to questions, students receive fast feedback that either clarifies their knowledge or helps them identify errors.
4. Analytics: To determine students' comprehension levels and areas for development, teachers can examine quiz outcomes.
5. Personalization: Teachers can alter the questions' level of difficulty and decide whether to allot a certain amount of time for each question.

According to Nabila H et al (2023) research on gamification in education, incorporating game elements into instruction can boost student motivation. Gamification involves more than just turning the content into a game; it also

involves altering how students engage with the content. Features like leaderboards, points, and competitiveness in apps like Quizizz encourage students to put in more effort. Miller claims that gamification facilitates the development of an enjoyable and captivating educational experience, which can motivate students to engage more fully. With a gamification approach using apps like Quizizz, students feel as though they are playing while studying, which can improve their focus and engagement. In a typical classroom, students frequently feel bored or disengaged. In addition, gamification fosters a sense of achievement and competition in pupils by allowing them to receive points or trophies upon finishing each activity. Students' learning outcomes can be enhanced by this application in addition to increasing their participation.

Some education experts emphasize the importance of interactivity in the teaching and learning process. Aziz, M.D et al (2024) state that active interaction in learning can improve student understanding. By using Quizizz, students can interact directly with the material through interesting questions, as well as get real-time feedback. According to Rezcita (2024), in his book on technology-based learning, technology, including apps like Quizizz, can help create a more flexible and effective learning experience. Such apps support distance or hybrid learning, which is becoming increasingly relevant in the digital age.

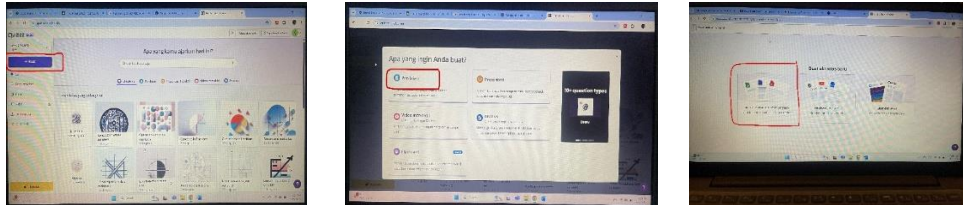
Based on the paragraph above, using Quizizz in the classroom promotes a number of elements that are thought to be critical to successful learning, including gamification, engagement, technology-based learning, adaptability for various learning styles, and timely feedback. By making learning more enjoyable, adaptable, and individualized, the Quizizz app not only presents a novel approach to education but also enhances the educational experience for students. Views from experts on how to use these components in the classroom highlight how crucial interaction and technology are to establishing a vibrant and engaging learning environment.

c. How to use Quizizz Application

Next, in order to better understand the Quizizz application, the author displays how to use the Quizizz application in learning.

1. How to make question in Quizizz

a. login



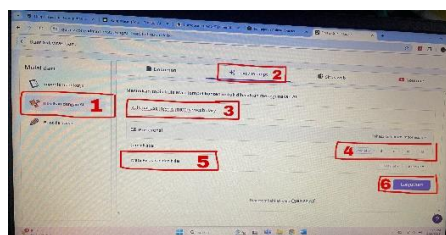
Picture 2.1 How to make question in Quizizz

First step log in to the Quizizz Application account as a teacher to be able to create questions, then on the application page click create at the top left ,next click the assessment option, the last is select the first option of the worksheet or question import section

b. Enter the question

There are 2 ways that can be done to import questions. to import questions automatically, we can create questions ourselves or with the help of AI in the application.

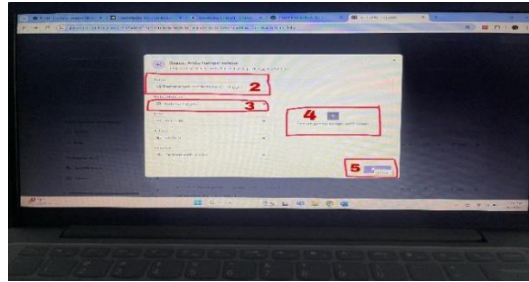
To create questions with the help of AI in the application:



Picture 2.2 To create question with the help of AI in the application

First step select the generate with AI option, next select the text or prompt text option, next input the quiz topic you want to create, next select the number of questions you want, next select the subject to be created and then then click continue.

c. saving questions

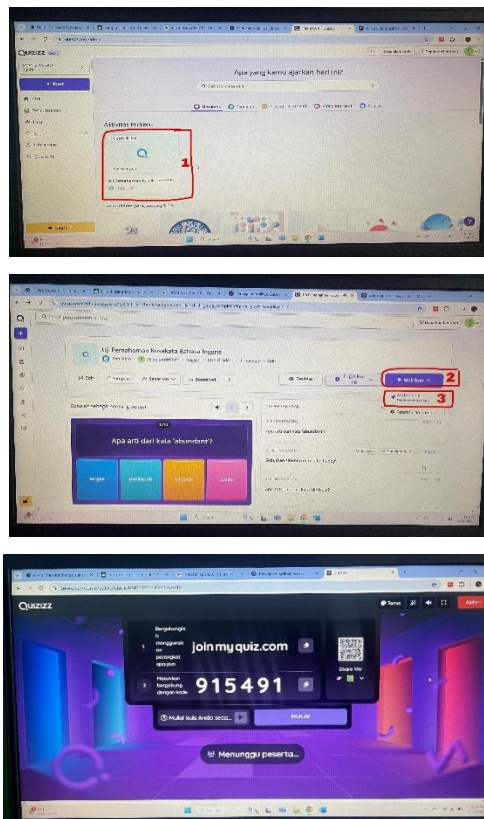


Picture 2.3 Saving questions

First steps click save in the top right corner, next fill in the file name according to the subject, next fill in the subject name, next we can choose an image to be used as a cover on the content profile and the last click save.

2. How to join online in Quizizz

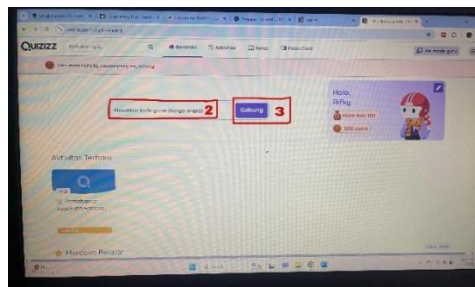
a. Teacher



Picture 2.4 How to join online in Quizizz, Teacher

First steps, on the home page select the previously created content, next to start the game click Play, next click ,quick start, the last steps In order for students to join the quiz, teachers can share links and codes with students.

b. Students



Picture 2.5 How to join online in Quizizz, Students

After getting the link from the teacher, click the link to enter the quiz, next enter the code given by the teacher and then click join.

3. How to use Quizizz in the teaching process

- a. Preparation
- b. The teacher opens the lesson by reading greetings and prayers
- c. The teacher conveys the competencies to be achieved
- d. The teacher presents the material according to the competencies to be achieved
- e. The teacher asks students to open the Quizizz web using a cellphone
- f. The teacher asks students to enter the name and quiz code
- g. The teacher asks students to take the quiz
- h. After the students finish the quiz, the teacher tells the students' rank or score
- i. The teacher summarizes the learning material

2.2. Previous Studies

The strategies, approaches, methods, techniques, or media used to encourage pupils to learn English vocabulary have been the subject of numerous research by the author. The following is a description of some of these studies:

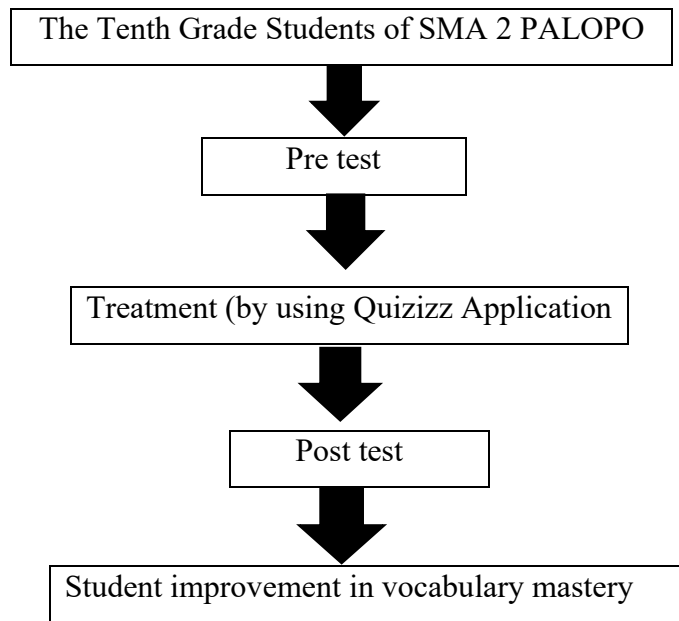
1. Nila Komalasari, et al (2021). "Using Quizizz Game to Improve Students' Vocabulary Mastery in Grade VIII C at MTS Ibnu Rosyad". This research aimed to find out whether or not Quizizz Game could improve students' vocabulary mastery and the supporting and inhibiting factors of the success Quizizz Game implementation. In this research the researcher used the model of collaboration action research. After conducting CAR by using Quizizz it can be concluded that the Quizizz game could improve students' vocabulary and help them to

remember and keep their vocabulary. 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.

2. Tengku Winona Emelia, et al (2023). “Improving students’ vocabulary mastery by using quizizz application in junior high school”. 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. The subject of this research is the students from the 1 st grade in class VII-A. After carrying out the study and analyzing the data, the researcher found that the students’ vocabulary achievement had been improved by applying quizizz application.
3. Sulandani Allamiah, et al (2024). “The Use of Quizizz Apps in Teaching Vocabulary at the Second Grade Students in Junior High School”. This study examined the effect of Quizizz, an interactive online quis software on vocabulary development. A quantitative experimental design was used, with 42 students. Quizizz increases their passion and active participation, which makes the learning process more student-centered. Students' enthusiastic reactions to Quizizz indicate that these kinds of tools can be extremely important in overcoming the shortcomings. of conventional teaching techniques, including rote memorization, by providing a more dynamic and interesting substitute.

2.3 Conceptual Framework

The researcher investigates the use of the Quizizz app to teach vocabulary with the goal of educating students and English teachers about more efficient and enjoyable teaching strategies and resources. The Quizizz program is used by the researcher in an experimental vocabulary-teaching lesson. One of the issues with developing English is vocabulary, particularly for SMA Negeri 2 Palopo pupils in the tenth grade. The study focuses on using the Quizizz app to expand vocabulary. Students in this study took a pre-test using the Quizizz app before receiving a vocabulary-based treatment. The researcher administered a post-test following this initial phase to ascertain whether or not students' vocabulary abilities had significantly improved following treatment.



2.4 Hypothesis

The researcher formulates the research hypothesis as follows:

1. H₀: The use of Quizizz application is not effective to improve students' Vocabulary at the Tenth Grade of SMA Negeri 2 Palopo.
2. H₁: The use of Quizizz application is effective to improve students' Vocabulary at the Tenth Grade of SMA Negeri 2 Palopo.

General Testing Rules using the following formula:

- a. If $\text{sig } a < 0.05$ then (H₁ is accepted and H₀ is rejected)
- b. If $\text{sig } a > 0.05$ then (H₁ is rejected and H₀ is accepted)

If the value is less than $a = (0.05)$, then H₁ is rejected. This means that there is no difference in the average value of students from the pre-test to the post-test.

However, if the value more than $a = (0.05)$, then H₁ is accepted. This means that there is a difference in the average value of students from the pre-test to the post-test, after being given treatment.